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ABSTRACT

This document describes the expectations for student learning in Alberta, Canada, through the levels of elementary education. The content of the program of studies described focuses on what students are expected to know and be able to do across all the subject areas of early childhood and elementary education. Although the material is organized by subject and by grade levels, integration across content areas and awareness of individual differences within groups are encouraged. Each subject area is discussed in terms of program rationale and philosophy, and general and specific expectations of learners. The discussion of expectations for each subject area concerns topics, objectives, grade level, and basic learning resources. Subject areas covered are: (1) computer literacy; (2) the fine arts; (3) health; (4) language learning (divided into language arts, French language arts, French as a Second Language, Ukrainian Language Arts, the native languages, including Blackfoot language and culture programs, and Cree language and culture program); (5) mathematics; (6) physical education; (7) science; and (8) social studies. (Author/SH)

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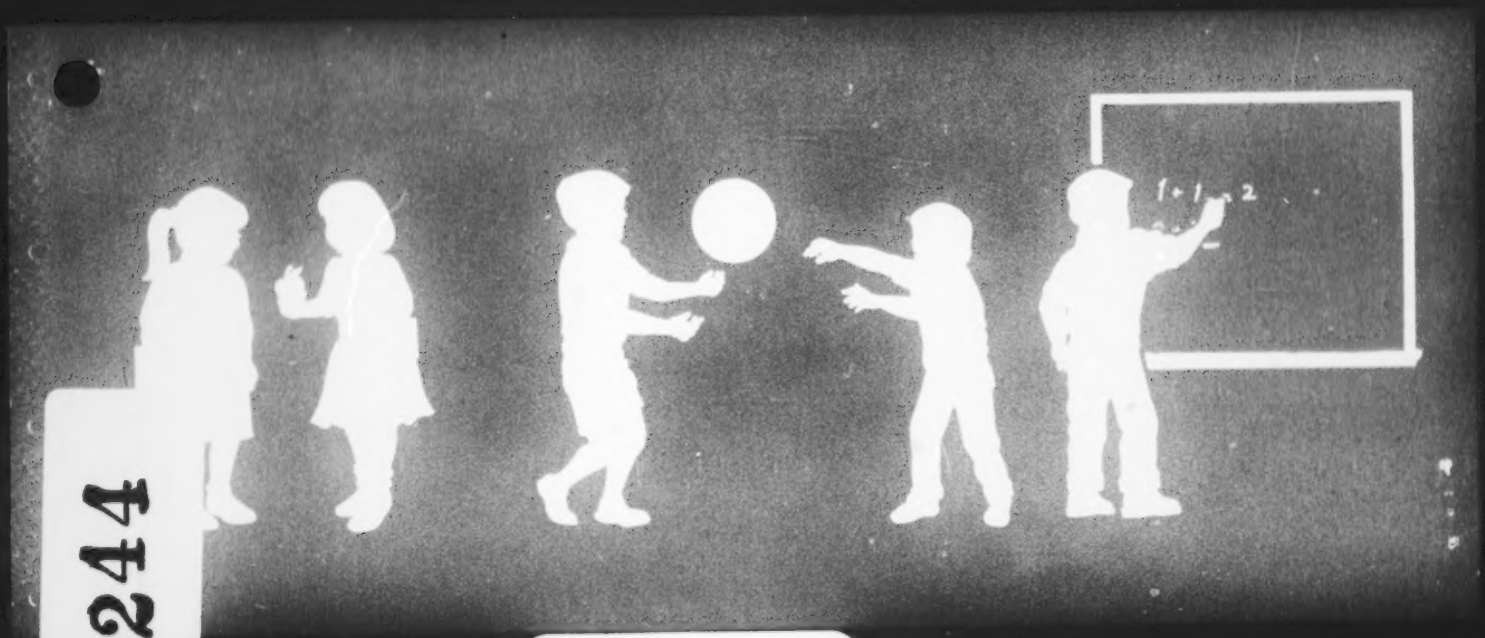
PROGRAM of STUDIES

Elementary Schools



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PROGRAM *of* STUDIES

Elementary Schools

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PROGRAM OF STUDIES: ELEMENTARY SCHOOLS

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Drama	1985	1985	1985	1985
Music	1989	1989	1989	1989
HEALTH	1989	1990	C1–C5 1990 C6–C12 1988 C13–C14 1990 C15–C16 1988 C17–C19 1990	1988
LANGUAGE LEARNING				
Language Arts	1990★			
Français	1990★			
French Language Arts	1990★			
French as a Second Language	1985	1985	1985	1988
Ukrainian Language Arts	1990	1990	1990	1990
Native Languages				
Blackfoot Language and Culture Program	1990	1990	1990	1990
Cree Language and Culture Program	1989	1989	1989	1989
MATHEMATICS	1982	1982	C1–C2 1984 C3–C9 1982	1982
PHYSICAL EDUCATION	1984	1984	1984	1985
SCIENCE	1984	1984	1984	1984
SOCIAL STUDIES	1990	1990	1990	1990

★ Program information only.
The dates in the grid indicate the most current and up-to-date sections in each program of study.

INTRODUCTION

The *Program of Studies: Elementary Schools* is primarily a description of the expectations for student learning through the levels of elementary education. The content of the program of studies is focused on what students are expected to know and be able to do across all the subject areas of the early childhood and elementary programs.

Though the program is described in separate subject areas, there are many connections across the subject areas of the curriculum. Integrating across content areas and providing ways for students to make connections enhances continuity and transfer of learning. Thus, students continue to see the world as a connected whole instead of separated subjects and isolated bits.

The program of studies is also organized into grade levels. The levels form a continuum that is designed to describe the developmental sequence and learning pace of the majority of children. However, within any group of children there is a range of individual differences. Some children may progress quickly from level to level of the curriculum. Others may require more time. As well, students may progress at different rates in different subject areas. Flexibility in planning for individual students within the group will be needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet the needs of the students. Teacher resource manuals, curriculum guides, monographs and other support materials are designed to assist teachers and school systems in interpreting and implementing the program of studies.

GOALS OF EDUCATION FOR ALBERTA

INTRODUCTION

The following statements of goals direct education for Alberta schools. It is the basis from which specific objectives for various subjects and grades are developed. These goals for Alberta were adopted by order of the Minister pursuant to section 25(1)(f) of the *School Act*.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfil personal aspirations while making a positive contribution to society.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each
- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being

- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels

- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

DESIRABLE PERSONAL CHARACTERISTICS

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that human beings are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

ETHICAL/MORAL CHARACTERISTICS

Respectful	– has respect for the opinions and rights of others, and for property.
Responsible	– accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	– behaves in an open, consistent and equitable manner.
Tolerant	– is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	– is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	– is generous, compassionate, understanding, considerate.
Forgiving	– is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	– displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	– is dependable, faithful; devoted to friends, family and country.

INTELLECTUAL CHARACTERISTICS

Open-minded	– delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	– analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	– is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	– expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	– has internalized the need for doing his or her best in every field of endeavour.
Appreciative	– recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

SOCIAL/PERSONAL CHARACTERISTICS

Cooperative	– works with others to achieve common aims.
Accepting	– is willing to accept others as equals.
Conserving	– behaves responsibly toward the environment and the resources therein.
Industrious	– applies self diligently, without supervision.
Possesses a strong sense of self-worth	– is confident and self-reliant; believes in own ability and worth.
Persevering	– pursues goals in spite of obstacles.
Prompt	– is punctual; completes assigned tasks on time.
Neat	– organizes work in an orderly manner; pays attention to personal appearance.
Attentive	– is alert and observant; listens carefully.
Unselfish	– is charitable, dedicated to humanitarian principles.
Mentally and physically fit	– possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

GOALS OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION

In Alberta, the provincial educational programs leading to high school graduation are divided into three levels: elementary, junior high and senior high.

The early childhood and elementary school programs make a unique contribution toward achieving the overall aim of schooling.

- Transition from Home to School

  The elementary level begins formalizing a child's learning experiences, and provides the link between the learning environments of the preschool years and the more structured environments of later schooling. The transition is gradual and progresses at different rates, depending on the unique characteristics of each student.

- Expanding Horizons

  The elementary level builds upon the foundation of knowledge, skills and attitudes children have acquired prior to school entry and expands their horizons. Thus, they develop the broad base of concepts, strategies and dispositions needed for later learning.

- Making Meaning from Experience

  During the elementary school years, students learn to organize and make structured meaning from the raw data of their experiences. They acquire the ability to see how ideas are related and how experiences are interconnected.

More specifically, elementary school programs are designed to help students acquire a broad base of knowledge and skills, and the disposition to learn more.

- Learn fundamental language and communication skills.
- Learn to think critically and creatively, and to acquire and apply problem-solving skills.
- Learn fundamental mathematical skills.
- Develop and expand their knowledge and view of the world, society and environment in which they live.
- Learn to access, acquire and process information in a variety of ways.
- Develop desirable personal characteristics and constructive relationships with others based on respect, trust, cooperation and compassion.
- Develop positive attitudes toward learning and their own capacity to learn.
- Develop resourcefulness and self-confidence.
- Develop a broad base of knowledge and skills in cultural and physical pursuits.

PROGRAM ORGANIZATION

In implementing programs, school jurisdictions and schools are to develop methods of organization and program delivery that best meet the educational needs of their students. There are many different ways to organize that will enable students to attain the objectives of the program of studies.

The *Program of Studies: Elementary Schools* is a statement of what students are to learn, the knowledge, skills and attitudes that are to be developed across the early childhood and elementary levels. In the program of studies, the scope of intended student outcomes is defined by subject areas, and the sequence by grade levels. The defined component areas include:

Required Components

- language arts
- mathematics
- social studies
- science
- art
- music
- physical education
- health

Optional Components

- drama
- computer literacy
- French as a second language
- Ukrainian language arts
- Cree language and culture program
- Blackfoot language and culture program

The Child Abuse Prevention Unit of the Elementary Health Program may be offered, but only if authorized by board motion.

ORGANIZING TIME

Time is a valuable resource and its use requires careful planning. Various methods of scheduling can be used in order to:

- meet the diverse needs, abilities and interests of students
- ensure a balanced program
- accommodate school-wide sharing of space and resources.

While a number of provincial support documents mention recommended instructional time for different subject areas, the scheduling of instructional time is a local matter. School jurisdictions should ensure that sufficient time is provided for students to achieve the goals of the elementary program.

The matter of scheduling time for each subject area is under review. However, the current recommended minimum subject times are outlined in the following charts.

RECOMMENDED TIME ALLOCATIONS

Grades 1 and 2

Subject	Percentage
Language Arts	35%
Mathematics	13%
Science	5%
Social Studies	7%
Fine Arts	10%
Health and Physical Education	10%
Undefined	20%

Grades 3 to 6

Subject	Percentage
Language Arts	30%
Mathematics	13%
Science	7%
Social Studies	10%
Fine Arts	10%
Health and Physical Education	10%
Undefined	20%

GROUPING OF STUDENTS

Decisions about assigning students to learning groups or classes are a local matter. In order to meet the learning needs of students in the best way possible, these decisions should take into account information about such elements as student skills, interests, achievement level, age, motivations and parental concerns.

SELECTING LEARNING RESOURCES

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, both publisher developed and teacher made, are available for use in implementing elementary programs. Decisions about the selection and use of resources are a local matter and should take into account the students' skill levels, interests, motivations and stages of development.

As of 1990, Alberta Education authorizes student learning resources in two categories: basic and support. Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Basic Learning Resources

Basic student learning resources are those resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of a course(s), substantial components of a course(s), or the most appropriate for meeting general learner expectations across two or more levels, subject areas or programs, as outlined in provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives, video.

Support Learning Resources

Support student learning resources are those resources authorized by Alberta Education to assist in addressing some of the learner expectations of a course(s) or components of a course(s); or assist in meeting the learner expectations across two or more levels, subject areas or programs, as outlined in provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives, video.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

The assessment and evaluation of student progress in relation to the expectations outlined in the program of studies is important for three reasons:

- such knowledge is essential for planning effective learning activities appropriate for each student
- the information is important for clearly reporting student progress to both parents and students
- information on student progress is important in evaluating program effectiveness.

The program of studies outlines the intended student outcomes or expectations for student learning. These expectations indicate what a student needs to know and be able and willing to do at each level of the curriculum. The degree of specificity of the expectations varies somewhat from one component to another, and the statements tend to be more qualitative than quantitative in nature. Thus, teachers play a crucial interpretive role as they evaluate each student's progress in relation to the expectations stated in the program of studies.

In communicating student progress to parents, students, teachers and others, the methods for recording and reporting are a local matter. Many jurisdictions use a combination of cumulative files, report cards, portfolios and conferences to document and share information about what levels students have reached in their learning and other aspects of their life in school. The methods the schools use need to enable parents to understand the program and their child's progress from level to level of the curriculum.

SECTIONS OF THE PROGRAM OF STUDIES DOCUMENT

Each component of the program of studies is divided into four subsections as outlined below.

A. Program Rationale and Philosophy

This section outlines the basic beliefs and fundamental principles on which the program is founded.

B. General Learner Expectations

This section states, in broad terms, what students should know and be able and willing to do as a result of their learning.

C. Specific Learner Expectations

This section describes the scope and sequence of the program and is organized to depict the continuum from level to level. Each level outlines what a student needs to know and be able to do as he or she continues on to the next level.

D. Basic Learning Resources

Herein are listed those student and teacher materials that have been authorized as basic to the program. Authorization does not require their use in program delivery.

INTERDISCIPLINARY STUDY

Much of human knowledge defies singular categorization. As children are developing their understanding of the world, and as they are developing their thinking skills, they are usually using, at one and the same time, what they know from across several subject areas. The division of knowledge into subject area categories is used in the program of studies for the convenience of communication. Rarely will the students' learning be isolated in such a way. More frequently, their learning will be interdisciplinary and integrated.

There are two main ways in which the program of studies may be integrated when developing instructional plans. First, the thinking skills of the programs may be applied across all subject areas. Second, many of the subject areas are organized around themes that are very similar in content.

The following learning resources are intended to support learning across disciplines.

BASIC STUDENT INTERDISCIPLINARY RESOURCES

Appleworks. Version 3.0. Apple Computers. [Grades 1–6]

Bank Street School Filer. Sunburst Communications, 1986. [Grades 4–6]

COMPUTER LITERACY

A. PROGRAM RATIONALE AND PHILOSOPHY

For thirty years there has been a steady improvement in the performance of digital electronic components and a corresponding growth in the power of computer systems. The development and widespread use of large-scale integrated circuits that can be mass produced for a few cents has made it possible to build computers and other micro-electronic systems in large numbers at low enough costs to open a mass market. The cost effectiveness of computing has increased more than a million times in the period following World War II.

During the next few years, micro-electronic intelligence is likely to be incorporated into a large number of household and industrial products. Many of these products will become linked together by a worldwide communications system into a vast network that will dominate our lives and fundamentally change the world in which we live. Humankind is witnessing the transformation of an industrial society based upon energy into an electronic society based upon information.

This transformation is creating the greatest occupational upheaval in history. Many people will emerge from this upheaval permanently unemployable. At the same time, there will be a critical shortage of advanced skills, most of them associated with microprocessors and their applications. There will be a need for the entire population to be computer literate, and unless such literacy is imparted from early childhood, a substantial part of the population may find that they lack the basic skills needed to get along in their daily lives.

As the specific skills, knowledge and attitudes required to be computer literate will vary with time and with the students' level of computer expertise, the definition of computer literacy should remain flexible and dynamic. The following functional definition presents the elements that form the basis for the provincial computer literacy program:

> To be computer literate one must be able to describe, demonstrate and/or critically discuss how computers are used; how computers do their work; how computers are programmed; how to use a computer, and how computers affect our society.

The computer literacy component of the program of studies is based upon the following philosophical assumptions:

- As computer literacy is an aspect of general literacy required to function in our information-based society, all students should have the opportunity to become computer literate.

- Since computers affect all subject areas, computer literacy should not be considered the specialization of one subject or group of educators. Interdisciplinary content and examples from various subject fields should be incorporated into the program.

- To become computer literate, each student must have "hands-on" computer experience.

- Computer literacy encompasses three dimensions: awareness, function and critical understanding. These dimensions should be introduced to students in a manner appropriate to their developmental and ability levels. Although all dimensions should be addressed at each level, the elementary school unit should place a strong emphasis on an overall awareness of computers in society, including their applications in everyday life. The junior high component should foster a functional or working knowledge of computers and their capabilities for problem solving. At the senior high level, the program should stress critical understanding of the implications and effects of the use of computers in society and how computers can directly and indirectly affect the individual.

B. GENERAL LEARNER EXPECTATIONS

The elementary computer literacy unit is designed to contribute to the achievement of the overall goals for computer literacy in Alberta.

1. To develop student understanding of basic computer operations and terminology.

2. To develop an appreciation of the technological development of computer systems.

3. To develop student skills, attitudes and interests that facilitate the use of computer systems.

4. To have students appreciate that effective problem solving with computer systems requires the application of logical thought processes and the development of skills required for a holistic, systematic approach to problem solving.

5. To have students appraise the applications, limitations and capabilities of computer systems.

6. To have students assess the current and potential impact of computer systems on society.

7. To develop student skills, attitudes and interests that will facilitate adaptation to changes in the workplace due to technological developments.

8. To promote a greater understanding and increased use of computer technology in other subject areas.

C. SPECIFIC LEARNER EXPECTATIONS

The elementary computer literacy unit is an OPTIONAL module that may be taught in one grade or be spread over all three grades at the Division Two level, as indicated in the following charts of CORE COMPONENTS.

CORE COMPONENTS

Topic 1: How Computers Do Their Work

Objectives	Dimension Status	Grade		
		4	5	6
The student will:				
1.0 DESCRIBE THE BASIC OPERATIONS AND HISTORY OF COMPUTER SYSTEMS.				
1.1 Identify the major parts of a computer.	A	X		
1.2 Describe in his or her words the meaning of the terms "hardware" and "software", and list examples of each.	A	X		
1.3 Describe in his or her words what is meant by "input" and "output", and give examples of each.	A	X		
1.4 Recognize that a computer gets instructions from a program written by a person.	A	X		
1.5 Identify the similarities and differences among computers, calculators and electronic games.	A		X	
1.6 Recognize that computers are best suited to tasks requiring speed, accuracy, repeated operations and the processing of large amounts of data.	A	X		
1.7 Recognize the rapid changes in computer capabilities since the 1940s.	A	X		
1.8 Explain the basic operation of a computer in terms of input, processing and output of data.	A	X		
1.9 Recognize the relationship of input to the result, or output.	A	X		
1.10 Recognize that people control computers.	A	X		

Note: Dimension Codes A = Awareness; F = Function; U = Critical Understanding

★ = Hands-on Required

Topic 2: How to Use a Computer

Objectives	Dimension Status	Grade		
		4	5	6
The student will:				
2.0 USE A COMPUTER SYSTEM.				
2.1 Use a prepared program in a computer.	F★	X	X	X
2.2 Show respect and responsibility for equipment and other users' materials; e.g., follow safety and scheduling rules.	AF★	X	X	X
2.3 Use system commands to load and run programs.	F★	X	X	X
2.4 Feel confident about his or her ability to use and control computers.	AF★	X	X	X

Topic 3: How to Make Computers Work for You

Objectives	Dimension Status	Grade		
		4	5	6
The student will:				
3.0 FOLLOW AN ORDERLY SEQUENCE OF STEPS TO DEVELOP A COMPUTER PROGRAM TO SOLVE A PARTICULAR PROBLEM.				
3.1 Recognize that a computer program is an ordered series of instructions that allows a computer to perform tasks.	A		X	
3.2 Order specific steps in a procedure to accomplish a task.	F		X	
3.3 Find and correct errors in a procedure designed to perform a task.	F		X	
3.4 Create and save a simple computer program.	F★		X	
3.5 Check computer output to ensure results are reasonable.	F★		X	

Note: Dimension Codes A = Awareness; F = Function; U = Critical Understanding

★ = Hands-on Required

Topic 4: How Computers Are Used and What They Can and Cannot Do

Objectives	Dimension Status	Grade		
		4	5	6
The student will:				
4.0 DESCRIBE THE BASIC APPLICATIONS, LIMITATIONS AND CAPABILITIES OF COMPUTERS.				
4.1 Identify the areas in society where computers are used; e.g., banking, manufacturing, transportation, medicine, recreation, the home, the library, publishing, creative arts, education.	A	X		
4.2 Identify the tasks performed by computers in these areas.	A	X		
4.3 Recognize that computers cannot "think" in the way we normally use the word "think".	U			X
4.4 Recognize that there are a number of things computers cannot do, such as make value judgments and provide answers to every question.	U			X
4.5 Describe the similarities and differences between computers in fiction and real computers.	U			X

Topic 5: How Computers Affect Society

Objectives	Dimension Status	Grade		
		4	5	6
The student will:				
5.0 APPRECIATE THE IMPACT COMPUTERS CAN HAVE ON OUR LIFESTYLE.				
5.1 Describe how a computer can affect him or her as he or she assumes various roles; e.g., student, consumer, worker, citizen.	U			X
5.2 Recognize that alleged "computer mistakes" are usually mistakes made by people.	U			X
5.3 Recognize that computers are machines designed and operated by humans to assist in many tasks.	U			X

Note: Dimension Codes A = Awareness; F = Function; U = Critical Understanding

★ = Hands-on Required

D. BASIC LEARNING RESOURCES

There are no basic learning resources authorized for Computer Literacy.

FINE ARTS

CONTENTS

Art

Drama

Music

FINE ARTS

The fine arts embrace art, drama and music without obscuring their individuality. Each has a body of content, partly derived from tradition and partly developed from the insights and interests of those involved. Each has its own mode of expression and makes its own contribution to society, necessitating the inclusion of the arts as separate subject areas in the school program. Provided the special characteristics and unique strengths of each of the arts are maintained, integration of the arts across the subject areas is desirable and should be encouraged.

There are fundamental principles that apply to art, drama and music. Specifically, the student is involved as a creator, a performer, an historian, a critic and a consumer. Throughout the grades, an articulated fine arts program should enhance the depth and breadth of expression and intuitive response. The maturing student learns to appreciate, to understand, to create and to criticize with discrimination the products of the mind, the voice, the hand and the body.

ART

A. PROGRAM RATIONALE AND PHILOSOPHY

Art education is concerned with the organization of visual material. A primary reliance upon visual experience gives an emphasis that sets it apart from the performing arts. Acquiring proficiency in art requires systematic instruction in how we see, interpret and make sense of visual stimuli. It requires an understanding of how others interpret the visual messages that are products of this kind of activity. It requires an education in the use of traditional and contemporary tools, materials and media.

Art education is concerned with having individuals think and behave as artists. For the purposes of art education, the term "artist" is equally valid to describe one who has worked for a lifetime or someone who is a relative beginner. Ultimately, art is accessible to all individuals. Its practice results in changing the individual, in changing the relationship among individuals or in changing the social–physical environment.

Art education is concerned with pointing out the values that surround the creation and cherishing of art forms. Art is not merely created, it is valued. The relative values given to art products not only tell us about those who produce them, but introduce notions of how values have changed over time. Learning to see gives us the means to view the work of others and perhaps to relate that to our own works. In this case, however, searching for organization may be helped by knowledge about other people's priorities.

Art education deals with ways in which people express their feelings in visual forms. Art takes the human condition as the focus of study. Persons involved in the visual arts reflect upon and externalize their personal feelings and intuitions or those of their fellow human beings. As artists, they share this ability with the writer, the poet and the musician. In making parallels and discovering relationships with the performing and literary arts we gain a sense of common purpose.

Art education deals with making and defending qualitative judgments about artworks. Becoming a perceptive critic attunes the individual to the unique contribution of the artist. By adopting the stance of critic we can develop methods of qualitative differentiation. We gain a sense that not all art is the same, and we are able to articulate reasons for preferring one work over another.

B. GENERAL LEARNER EXPECTATIONS

The elementary visual arts program, through the four components of REFLECTION, DEPICTION, COMPOSITION and EXPRESSION, provides opportunity for a variety of experiences: a chance to grow and develop as an individual; to develop perceptual awareness; to learn visual arts skills and concepts; to interpret and communicate with the visual symbol; to create; to value, reflect upon and appreciate the cultural aspects of art; to relate and appreciate art in everyday life.

The major goal of the program should be to give the child a complete set of experiences. The child should have:

AN INDIVIDUAL EXPERIENCE

The individual is at the centre of visual education. Each student is special, with a need for recognition and a need to develop self-confidence. Each pupil may enter the program at a different stage or level and each may progress at a different rate. Art education is ultimately for the self-realization of the individual, developing the ability to see, understand, react, create, appreciate and reach.

Opportunity should be provided for the child to experience:

- pride in achievement
- valuable group activities
- a sense of worth
- practice in making decisions.

Opportunity should be provided for enabling the child to grow in:

- independence
- individuality
- self-realization
- self-awareness
- creativity.

A VISUAL EXPERIENCE

Seeing is a discipline that can be fostered. Visual education speaks to systematic instruction in perceptual skills: how we see, interpret, discover relationships, make decisions.

Opportunity should be provided for experiences that:

- contribute to the child's development of perceptual awareness in natural and manufactured forms.

A LEARNING EXPERIENCE

Art education involves skill development in the areas of drawing, painting, print making, sculpture and fabric, photography and technographic arts in order to extend the child's capabilities to express oneself—communicate through image making. Art education is the acquisition of knowledge through the elements and principles of design from functional and fine arts contexts. Art education is a schema of instruction.

Opportunity should be provided for experiences that contribute to:

- a knowledge of the vocabulary of basic art terms and expressions appropriate to the student's level of development
- skills and techniques necessary for meaningful self-expression by the child
- an understanding of art media, materials and processes and their appropriate use
- an understanding of the expressive content inherent in visual forms.

A COMMUNICATION EXPERIENCE

Visual images communicate to the individual and the individual can communicate through visual images. In a world heavily populated by visual images, created by humankind, happened by humankind, spewed by machines, dealt by nature, severe communication demands are placed on the individual. Art education is visual reading and expression.

Opportunity should be provided for experiences that contribute to the child's:

- ability to interpret images
- ability to express through images
- ability to reflect about images.

A CREATIVE EXPERIENCE

A natural outgrowth of seeing, interpreting and discovering relationships is expressing. The language of art is available to all and can be used to express both thought and feeling. Art education provides the means and opportunity for creative activities of a wide nature; encourages the use of the imagination, inventiveness and a spirit of inquiry; and provides decision-making opportunities.

Opportunity should be provided for:

- a wide range of experiences with various media and art materials
- drawing from the total curriculum for the purpose of creating
- examining and exploring a variety of visual communication forms and purposes
- contemplating possibilities and exploring the imagination as a source of images and as problem-solving devices
- expressing feelings and individual messages.

A CULTURAL EXPERIENCE

Art speaks a universal language of culture, spanning history and peoples. Art is part of humankind's heritage. Art education is concerned with valuing, reflecting and appreciating this legacy.

Opportunity should be provided for:

- awareness of and appreciation for the ethnic and cultural aspects of the visual arts in our society
- an understanding of art as a common or universal means of expression among all peoples
- an appreciation of artistic accomplishments, past and present.

AN ENVIRONMENTAL EXPERIENCE

Environment—natural and human-made—affects the individual. Visual images and decisions happen continually in today's world from choices of clothing to television programs, from choices of where to live to what to do with the front lawn, to the look of hubcaps on one's car. Art education is concerned with informed choices of manufactured items and quality environment.

Opportunity should be provided for:

- making aesthetic judgments about things in the environment
- noting that the visual arts are an integral part of daily life.

C. SPECIFIC LEARNER EXPECTATIONS

OVERVIEW

The elementary art program— level one (Grades 1 and 2), level two (Grades 3 and 4) and level three (Grades 5 and 6)—is a unified, sequential course that focuses on four major components of visual learning.

REFLECTION
- responses to visual forms in nature, designed objects and artworks.

DEPICTION
- development of imagery based on observations of the visual world.

COMPOSITION
- organization of images and their qualities in the creation of unified statements.

EXPRESSION
- use of art materials as a vehicle or medium for saying something in a meaningful way.

Because each of the content areas emphasizes a different aspect of art learning, the teacher can design an art lesson with any one of the four areas as the nucleus from which learning in the other three areas can evolve. It is necessary to see the relationships that exist among the four content areas so that teachers can emphasize each as it is appropriate to students and their program.

In Reflection, attention is given to three major aspects:

1. analyzing structures in nature
2. assessing designed objects
3. appreciating art.

Observation of natural and human-made forms is a necessary component of Reflection. The skills involved in appreciating art for its content can be developed as lessons in themselves or used to precede or follow lessons in Depiction or Composition.

In Depiction, the basic skills of image making are developed using one or more of the three reflective areas as referents. These skills are developed according to forms and their proportions, actions and viewpoints and the qualities and details of those forms.

In Composition, the image-making skills developed in Depiction are employed to create integrated artworks. These organizational skills relate to emphasis, unity and craftsmanship.

In Expression, the focus is on purpose, theme and subject matter, as well as on media and techniques. Expression provides the means through which the student can employ reflective, depictive and compositional skills to create a meaningful artwork. Although the teacher should choose media and techniques from all six studio areas outlined, students should be given choices within each of these, as well as in theme and purpose. It is not necessary to teach every objective in "media and techniques". Teachers are encouraged to choose areas based on their own resources and experiences.

The first section of the program contains the scope and sequence objectives for each level. These appear individually as Reflection, Depiction, Composition and Expression and not only show the relationship among levels but indicate the emphasis at each level for a particular subcategory of that concept area.

The second section of the program contains appropriate concepts for each of the three levels in each of the content areas: Reflection, Depiction, Composition and Expression. Each concept is developed by means of **Suggested Methods** or **Strategies** from which the teacher can choose. Several concepts might be taught in a content area before another area is approached. Expression is taught as an integration with the other three content areas. Also, as each concept is taught, suggestions are given for relating it to other content areas.

Each of the content areas is developed from simple to more complex learning, from personal to wider social concerns. Because of its structure, teachers need to refer to the building blocks used in levels preceding their own.

LEVEL ONE (Grades 1 and 2)

REFLECTION

Component 1 — ANALYSIS: Students will notice commonalities within classes of natural objects or forms.

Concepts

A. Natural forms have common physical attributes according to the class in which they belong.
B. Natural forms are related to the environment from which they originate.
C. Natural forms have different surface qualities in colour, texture and tone.
D. Natural forms display patterns and make patterns.

Component 2 — ASSESSMENT: Students will assess the use or function of objects.

Concepts

A. Designed objects serve specific purposes.
B. Designed objects serve people.
C. Designed objects are made by people or machines.
D. Designed objects must function well to be valuable.

Component 3 — APPRECIATION: Students will interpret artworks literally.

Concepts

A. Art takes different forms depending on the materials and techniques used.
B. An art form dictates the way it is experienced.
C. An artwork tells something about its subject matter and the artist who made it.
D. Colour variation is built on three basic colours.
E. Tints and shades of colours or hues affect the contrast of a composition.
F. All aspects of an artwork contribute to the story it tells.

DEPICTION

Component 4 — MAIN FORMS AND PROPORTIONS: Students will learn the shapes of things as well as develop decorative styles.

Concepts

A. All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular.
B. Shapes can be depicted as organic or geometric.
C. Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.
D. Animals and plants can be represented in terms of their proportions.
E. A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Component 5 — ACTIONS AND VIEWPOINTS: Students will increase the range of actions and viewpoints depicted.

Concepts

A. Movement of figures and objects can be shown in different ways.
B. An X-ray view shows the inside of something.
C. Forms can be overlapping to show depth or distance.

Component 6 — QUALITIES AND DETAILS: Students will represent surface qualities of objects and forms.

Concepts

A. Texture is a surface quality that can be captured by rubbings or markings.
B. Textures form patterns.
C. Primary colours can be mixed to produce new hues.
D. Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.
E. Images are stronger when contrasts of light and dark are used.
F. Details enrich forms.

COMPOSITION

Component 7 — EMPHASIS: Students will create emphasis based on personal choices.

Concepts

A. An active, interesting part of a theme can become the main part of a composition.
B. The main part of a composition can be treated thoroughly before adding related parts.
C. Contrast subject matter with the ground for emphasis.
D. Forms can run off the edges of the picture space in a composition.

Component 8 — UNITY: Students will create unity through density and rhythm.

Concepts

A. Families of shapes, and shapes inside or beside shapes, create harmony.
B. Overlapping forms help to unify a composition.
C. Repetition of qualities such as colour, texture and tone produce rhythm and balance.
D. A composition should develop the setting or supporting forms, as well as the subject matter.

Component 9 — CRAFTSMANSHIP: Students will add finishing touches.

Concepts

A. Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful.
B. Stepping back from a work helps in judging how it can be improved.

EXPRESSION

Component 10 (i) — PURPOSE 1: Students will record or document activities, people and discoveries.

Concepts

A. Everyday activities can be documented visually.
B. Special events, such as field trips, visits and festive occasions can be recorded visually.
C. Family groups and people relationships can be recorded visually.
D. Knowledge gained from study or experimentation can be recorded visually.

PURPOSE 2: Students will illustrate or tell a story.

Concepts

A. A narrative can be retold or interpreted visually.
B. An original story can be created visually.

PURPOSE 3: Students will decorate items personally created.

Concepts

A. Details, patterns or textures can be added to two-dimensional works.
B. Details, patterns or textures can be added to the surface of three-dimensional works.

PURPOSE 4: Students will express a feeling or a message.

Concepts

A. Feelings and moods can be interpreted visually.
B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.

PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.

Concepts

A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.

Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on personal concerns, based on:

A. Plants and animals
B. Environment and places
C. Manufactured or human-made things
D. Fantasy
E. People

Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.

Concepts

A. Drawing
- Use a variety of drawing media in an exploratory way to see how each one has its own characteristics.
- Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous.
- Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric (rectangles, squares, circles and triangles) and free form.
- Make drawings from direct observation.
- Use drawing media in combination with other media such as painting, print making or fabric.
- Use drawing to add details and textures, or to create pattern.

B. Painting
- Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush.
- Experiment with the medium to explore its possibilities.
- Work primarily with tempera paint or tempera paint with additives, using large brushes to paint.
- Mix primary colours and lighten and darken colours.
- Paint using experimental methods, including without a brush.
- Paint directly without preliminary sketching.
- Use paint in combination with other media and techniques.
- Make small group and/or large group murals.

C. Print Making
- Use frottage (texture rubbings).
- Make lifts or transfers, using wax crayon or fabric crayon.
- Explore the use of print-making materials and the application of paint, using brushes and rollers (brayers).
- Explore found object printing and the making of pattern through stamping.
- Use print-making images in making pictures or compositions.

D. Sculpture
- Make two- and three-dimensional assemblages from found materials.
- Learn the care and handling of clay, and explore the modelling possibilities.

- Use simple clay modelling techniques of rolling, pinching, adding, pressing, making coils, texturing.
- Create three-dimensional forms, using paper sculpture techniques of folding, scoring, cutting, curling, weaving, rolling, twisting, joining.
- Cast plaster of Paris relief sculptures in sand molds.

E. Fabric Arts
- Decorate fabric, using print-making techniques of relief printing, stamping, stencilling.
- Use collage techniques for picture making with fabric.
- Learn the basics of thread and needle manipulation, and use simple stitchery (running stitch and blanket stitch) for decoration and picture making.
- Use a simple, handmade loom to weave plain or tabby pattern.
- Braid wool or cloth strips to be used as enhancements.
- Tie-dye using one colour of dye.
- Use simple batik or resist dyeing using a safe resist such as flour and water paste, or margarine.

F. Photography and Technographic Arts
- Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level:
  - simple camera for documentation and sequencing of events
  - overhead projector for experimenting with shapes, colours, compositions and the relating of a story using cutout shapes, real objects or drawings on acetate rolls
  - computer software packages and devices, such as the light pen and the mouse, to explore, design and compose
  - copying devices for recording images and textures
  - slides: handmade using ink, crayon, acrylic paint or felt pen for exploring line and shape
  - emerging technologies, as available and applicable.
- Employ technological media techniques, practices and capabilities to promote art understanding and create designs and compositions. Included at this level:
  - storyboards to show a sequence of events
  - roll movies to show sequence or tell a story
  - different kinds of viewfinders to select and frame shots
  - shadow puppets
  - moving, changing, experimenting to obtain different effects, designs, compositions
  - retaining copies of only that which is of particular interest
  - photograms with found objects.

LEVEL TWO (Grades 3 and 4)

REFLECTION

Component 1 — ANALYSIS: Students will make distinctions within classes of natural objects or forms.

Concepts

A. Each class of natural forms has distinguishing characteristics.
B. Natural forms are related functionally to their environment.
C. Earth and water forms reveal many variations.
D. Environments are altered by natural forces.
E. Change in natural forms occurs over time.

Component 2 — ASSESSMENT: Students will assess the visual qualities of objects.

Concepts

A. Form should follow function.
B. Durability influences the function of an object.
C. Materials should be used honestly.
D. Materials influence the form and function of an object.
E. Useful objects can be derived from designs in nature.
F. Surface treatments should harmonize with and not detract from the main form.

Component 3 — APPRECIATION: Students will interpret artworks by examining their context and less visible characteristics.

Concepts

A. Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.
B. Artistic style is largely the product of an age.
C. Technological change affects types of art.
D. Our associations influence the way we experience a work of art.
E. Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative.
F. Art serves societal as well as personal needs.

DEPICTION

Component 4 — MAIN FORMS AND PROPORTIONS: Students will perfect forms and develop more realistic treatments.

Concepts

A. Shapes can suggest movement or stability.
B. Many shapes are symmetrical.
C. Images can be portrayed in varying degrees of realism.
D. Internal as well as external proportions can be depicted.
E. Landscapes can show middle ground, background and foreground.
F. Size variations among objects give the illusion of depth.

Component 5 — ACTIONS AND VIEWPOINTS: Students will select appropriate references for depicting.

Concepts

A. Looking at negative shapes helps create a different view of something.
B. Drawing strategies, such as gesture to capture action, contour to study important edges and massing to show bulk or weight, are helpful in depicting animate forms.
C. Actions among things in a setting create a dynamic interest.
D. Objects can be depicted selectively from a broad range of viewpoints.

Component 6 — QUALITIES AND DETAILS: Students will refine surface qualities of objects and forms.

Concepts

A. Texture can be represented from a range of different studio techniques.
B. Colour can be made to appear dull or bright.
C. Gradations of tone are useful to show depth or the effect of light on objects.
D. By increasing details in the foreground the illusion of depth and reality can be enhanced.

COMPOSITION

Component 7 — EMPHASIS: Students will create emphasis by the treatment of forms and qualities.

Concepts

A. The centre of interest can be made prominent by contrasting its size, shape, colour or texture from the other parts of the composition.
B. Format can be adjusted and composition tightened by editing or cropping the unnecessary areas from the edges of a work, after it is completed.
C. Details, accents and outlines will enhance the dominant area or thing.

Component 8 — UNITY: Students will create unity by interrelating the parts of a composition.

Concepts

A. The parts can be arranged so that movement in the picture space leads the eye around and not out of the picture area.
B. Parallel edges induce harmony within a composition.
C. Every major area of a composition should be interesting in itself.
D. Limited colours and materials tighten a composition.

Component 9 — CRAFTSMANSHIP: Students will improve compositions by refining, rehearsing and critiquing.

Concepts

A. Refinement of forms and surface qualities is necessary to give a finished appearance to a composition.
B. Rehearsals and ongoing critiques should be scheduled to improve composing skills.

EXPRESSION

Component 10 (i) — PURPOSE 1: Students will record or document activities, people and discoveries.

Concepts

A. Everyday activities can be documented visually.
B. Special events, such as field trips, visits and festive occasions can be recorded visually.
C. Family groups and people relationships can be recorded visually.
D. Knowledge gained from study or experimentation can be recorded visually.
E. Local and provincial events can be recorded visually.

PURPOSE 2: Students will illustrate or tell a story.

Concepts

A. A narrative can be retold or interpreted visually.
B. An original story can be created visually.
C. Material from any subject discipline can be illustrated visually.

PURPOSE 3: Students will decorate items personally created.

Concepts

A. Details, patterns or textures can be added to two-dimensional works.
B. Details, patterns or textures can be added to the surface of three-dimensional works.

PURPOSE 4: Students will express a feeling or a message.

Concepts

A. Feelings and moods can be interpreted visually.
B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.

PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.

Concepts

A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.

Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on social concerns, based on:

A. Plants and animals
B. Environments and places
C. Manufactured or human-made things
D. Fantasy
E. People

Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.

Concepts

A. Drawing
- Continue to explore ways of using drawing materials.
- Use drawing tools to make a variety of lines extending beyond Level One into character and direction—passive, vertical, horizontal, diagonal, parallel.
- Use drawing tools to make a variety of shapes and structures beyond Level One into symmetrical and asymmetrical, skeletal, spiral, and into mass drawing (blocking in the main parts of a composition).
- Place more emphasis on direct observation as a basis for drawing.
- Use drawing to add details, texture or to create pattern including drawing for high detail.
- Make quick sketches.
- Make drawings from a wide range of viewpoints.
- Experiment with blind contour drawing and continuous line drawing.
- Use drawing media to achieve gradations of tone or value in drawings.
- Use simple methods to indicate depth or perspective; e.g., increase details in the foreground, use lighter tones or values in the background, large objects in foreground.

B. Painting
- Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures.
- Continue to paint, using experimental methods including without a brush.
- Continue working with tempera paint or tempera paint with additives, and be introduced to water colour.
- Mix paints to show intensity of colour.
- Continue to use paint in combination with other media and techniques.
- Apply washes, using tempera or water colour.
- Use preliminary sketches as the basis for a painting, as well as painting directly.

C. Print Making
- Further explore print-making materials and their uses and effects.
- Make relief prints (printing from a built-up surface) using glue line, string, cardboard or collage materials.
- Make prints using stencils.
- Make smudge or blot prints by folding paper with ink between.
- Explore printing with more than one colour.
- Make monoprints, working directly with the plate or a surface.
- Continue using print-making techniques learned in other grades.
- Apply print-making techniques to compositions.

D. Sculpture
- Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication leading to specifics, such as puppets, mobiles, mosaics, papier-mâché.
- Continue exploring the modelling possibilities of clay beyond Level One—techniques such as wedging, welding, making of slabs by rolling, throwing, paddling, impressing with objects, decorating with coils, pellets, extruded clay, firing, glazing.
- Continue exploring paper sculpture as a means of making three-dimensional forms.

- Explore wood relief using fastening techniques such as nailing and gluing, and finishing techniques such as sanding and staining.
- Continue casting of plaster, advancing to include both relief and intaglio with a greater emphasis on composition and finishing work.
- Explore the possibilities of simple wire sculpture, including bending, twisting, cutting, looping.

E. Fabric Arts
- Decorate fabric, using simple stitching techniques, such as running stitch, blanket stitch, cross-stitch, couching, French knot, satin stitch.
- Continue to advance weaving techniques beyond Level One to include such things as warping a simple loom; achieving interesting surface qualities with open weave, double weave; using looms that are not rectangular in shape; altering the weave of an existing, loosely woven fabric.
- Use simple batik, using melted wax and one colour of dye.
- Continue using collage, braiding and tie-dyeing techniques from previous grades, if possible.
- Decorate and/or design, using appliqué.

F. Photography and Technographic Arts
- Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level, and advancing from previous grades:
  - simple camera for recording specific effects such as textures, rhythm, pattern
  - overhead projector for experimenting with shapes, colours, compositions and sequencing of events, using felt pen on acetate
  - filmstrips handmade with felt pen for experimenting and sequencing
  - slides as a basis for study and motivation in reflection and depiction; handmade for experimenting with line, shape and pattern
  - computer and computer software packages and input devices, such as the light pen and the mouse, to explore, design, compose, animate and program to make simple geometric forms
  - copying devices for making compositions and designs
  - laserdisc visuals as a basis for study and motivation in reflection and depiction
  - 8 mm movie camera for documentation, sequencing and animation
  - lighting sources such as spotlights, flashlights, overhead projector light, disco lights for experimenting with effects
  - emerging new technologies, as available and applicable.
- Employ technological media techniques, practices and capabilities to promote art understanding and create designs and compositions. Included at this level and advancing from previous grades:
  - adjustable framing devices to select and cut out scenes from a larger picture, and to sequence
  - shadow puppets
  - photograms to make compositions or develop a story line
  - printers to record computer compositions, or direct photography off the screen
  - animation techniques available through computer software packages
  - simple film animation with jointed figures, movable paper shapes or plasticene models
  - lighting techniques for highlighting and creating an effect or mood.

LEVEL THREE (Grades 5 and 6)

REFLECTION

Component 1 — ANALYSIS: Students will study and analyze the individual character of natural objects or forms.

Concepts

A. Natural forms tell something about the way they were made.
B. Natural forms can be examined for less visible characteristics.

C. The conditions under which something is viewed affects what is seen; e.g., natural screens like snow and rain, or lenses such as telescopic, microscopic and coloured glass.
D. A form can be examined analytically to see how the whole is composed of its parts.
E. A form can be examined synthetically to see how the parts make up the whole.
F. Natural forms reveal many different structures; e.g., skeletal, spiral, orbital, radial, floating, grid, fan, arch, concentric, faceted.

Component 2 — ASSESSMENT: Students will impose standards on designed objects and invent improved versions.

Concepts

A. Shapes evolve and change over time.
B. Designed objects can be evaluated on the basis of function and attractiveness.
C. Criteria are necessary for the evaluation of designed objects.
D. Improved designs can be conceived for any object.

Component 3 — APPRECIATION: Students will interpret artworks for their symbolic meaning.

Concepts

A. Artistic style affects the emotional impact of an artwork.
B. An artwork can be analyzed for the meaning of its visible components and their interrelationships.
C. Artworks contain symbolic representations of a subject or theme.
D. Artworks can be appreciated at many different levels, literal and symbolic.
E. An art critic helps us to understand works of art.

DEPICTION

Component 4 — MAIN FORMS AND PROPORTIONS: Students will modify forms by abstraction, distortion and other transformations.

Concepts

A. The direction of shapes determines the static or dynamic quality of the work.
B. Shapes can be enhanced with complexities, embedded or extended forms.
C. The metamorphosis and transformation of shapes can be depicted, one shape becomes another; e.g., a cloud becomes an animal; or one shape changes within itself; e.g., pupa to butterfly.
D. Forms can reveal their functions.
E. Shapes can be abstracted or reduced to their essence.
F. Shapes can be distorted for special reasons.
G. Sighting techniques can be used to analyze the proportions of things.
H. Receding planes and foreshortened forms create depth in a picture plane.
I. Gridding can be used for systematically capturing or distorting the proportions of things.

Component 5 — ACTIONS AND VIEWPOINTS: Students will refine methods and techniques for more effortless image making.

Concepts

A. Different drawing techniques; e.g., seeing basic shapes, noticing the direction of forms, plotting the position of extremities, are useful to depict actions.
B. Using a finder or viewing frame helps to see an action within a format.
C. Pushing out a shape from the inside to the edges allows a flexible means of catching the position.
D. Size interchange affects the apparent position of something.
E. Surface reflections, shading and shadows affect the viewpoints.

Component 6 — QUALITIES AND DETAILS: Students will employ surface qualities for specific effects.

Concepts

A. Colour harmonies affect the mood and feeling of the viewer.
B. Tonal interchanges enhance a work.
C. Distinguishing characteristics of things can be portrayed vividly or subtly.
D. The character of marks is influenced by drawing or painting tools and methods.

COMPOSITION

Component 7 — EMPHASIS: Students will create emphasis through the use of structural devices and strategies.

Concepts

A. Viewfinders are useful devices to determine the best format for what will be portrayed, and the centre of interest.
B. The important area in a composition can be enhanced by radial, conical and framing structures.
C. Rhythmic features can lead the eye to the dominant area in a composition.
D. Arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.
E. Labelling (title and signature) demands artistic sensitivity as to placement, size, shape and medium.

Component 8 — UNITY: Students will create unity by integrating the parts of a composition into the whole.

Concepts

A. Implied line produces tensions and connections to achieve unity.
B. Foreground to background movement keeps the interest within a composition.
C. Transitions of colour, texture or tone relate the parts of a composition to a unified whole.
D. Attention should be given to well-distributed negative space, as well as to the balance of positive forms.
E. Interesting negative space complements and binds the positive areas into an harmonious whole.
F. Pervasive colour, texture or tone can unify a composition, as from an overall wash of paint, a glaze, a textural additive, a surface treatment, or the like.

Component 9 — CRAFTSMANSHIP: Students will perfect images through economical use of material and efficiency of effort.

Concepts

A. Minimal actions and limited media result in stronger forms, as in Chinese painting, cartoons or Inuit sculptures.
B. Skill in getting the most from the least.

EXPRESSION

Component 10 (i) — PURPOSE 1: Students will record or document activities, people and discoveries.

Concepts

A. Everyday activities can be documented visually.
B. Special events, such as field trips, visits and festive occasions can be recorded visually.
C. Family groups and people relationships can be recorded visually.
D. Knowledge gained from study or experimentation can be recorded visually.
E. National and international events can be recorded visually.

PURPOSE 2: Students will illustrate or tell a story.

Concepts

A. A narrative can be retold or interpreted visually.
B. An original story can be created visually.
C. Material from any subject discipline can be illustrated visually.
D. Slogans, causes and promotions can be told visually.

PURPOSE 3: Students will decorate items personally created.

Concepts

A. Details, patterns or textures can be added to two-dimensional works.
B. Details, patterns or textures can be added to the surface of three-dimensional works.

PURPOSE 4: Students will express a feeling or a message.

Concepts

A. Feelings and moods can be interpreted visually.
B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.

PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.

Concepts

A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.

Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on global awareness, based on:

A. Plants and animals
B. Environments and places
C. Manufactured or human-made things
D. Fantasy
E. People

Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.

Concepts

A. Drawing
- Continue to explore ways of using drawing materials.
- Use drawing tools to make a variety of lines extending beyond previous levels into illusion.
- Use drawing tools to make a variety of shapes and structures extending beyond previous levels to exploring and enclosing forms, active and passive forms, concave, convex forms, concentric and branching structures.
- Use models to make drawings with increasing accuracy.
- Use drawing to add details, textures, create pattern or suggest volume including hatching and cross-hatching, shading, dotting.
- Make gesture drawings or scribble drawings to show action or movement.
- Use distortion of line and shape in drawing for special design effects, cartoons or caricatures.
- Make serial drawings to simulate movement.
- Abstract or simplify a form.
- Indicate perspective in drawings.

B. Painting
- Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.
- Continue to paint, using experimental methods including without a brush.
- Continue working with tempera paint or tempera paint thickened with additives, such as liquid laundry starch, fabric softener, wallpaper paste and water colour, and be introduced to acrylic.
- Mix and use colour tones to achieve perspective.
- Use analogous colours, colours close to each other on the colour wheel, to harmonize the colours of the composition.
- Continue to use paint in combination with other media and techniques.
- Use washes under and over painted images to indicate colour value from light to dark, and simulate depth of field.
- Create impasto effects.

C. Print Making
- Further explore print-making materials and their uses and effects.
- Continue to use print-making techniques learned in lower grades.
- Make prints by using incised (carved or indented) surfaces—wood, soap, wax, erasers, plaster of Paris, clay, styrofoam.
- Use prepared brayers or rollers to make pattern.
- Apply printing techniques to composition, including block-out techniques, combination of types of printing, and use of more than one colour.

D. Sculpture
- Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication than at previous levels.
- Continue clay modelling, going beyond previous levels to include more advanced slab techniques; e.g., cutting, welding to make cylindrical shapes, draping over objects; use of armatures, coil pots; coloured slip; application of stains.
- Continue exploring paper sculpture techniques.
- Advance wood construction from previous grades to include such techniques as pegging, using screws, finer shaping by sanding, filing, drilling, chiselling, carving and experimenting with the texture of wood.
- Continue casting of plaster and advance to casting blocks of plaster of Paris mixed with a material such as vermiculite, zonolite or coffee grounds for the purpose of carving (substractive sculpture).
- Advance wire sculpture to include tying, coiling, wrapping, soldering in combination with other materials.

E. Fabric Arts
- Decorate fabric with more complex stitching techniques than previous levels, including variations of cross-stitch, feather stitch, chain stitch, daisy stitch.
- Continue to advance weaving techniques to include more sophisticated looms and weaving in combination with other techniques, such as knotting.
- Continue to advance batik techniques to include two or more dyes.
- Continue to use collage, braiding and tie-dyeing techniques from previous grades, if applicable.
- Continue to use appliqué as a designing or decorating device, and extend to quilting in selected areas.
- Use stitchery methods of one's own invention.

F. Photography and Technographic Arts
- Take advantage of the visual art implications of any available technological device and explore the potential of emerging technologies. Included at this level, and advancing from previous grades:
  - simple camera used for specific purposes such as close-ups, medium shots, long shots of same subject matter; various viewpoints, action, composition
  - overhead projector for experimenting and composing with shape, line or colour including the use of fluid media (water, oil, food colouring), coloured acetates
  - computer and computer software package and input devices, such as light pen, the mouse and tablets, to explore, design, compose, animate and program to make geometric shapes and designs

- copying devices for making compositions that involve paste-ups, distortions, reductions, block-outs
- laserdisc visuals interfaced with the computer for study and motivation purposes
- 8 mm movie camera for documentation, sequencing, capturing movement, animation
- lighting sources such as spotlights, flashlights, overhead projector light, disco lights for experimenting with effects
- video camera to compose
- slides for recording and sharing; handmade for understanding composition and pattern
- filmstrips handmade for documentation, sequencing and storytelling
- emerging new technologies, as available and applicable.

- Employ technological media techniques, practices and capabilities to promote art understanding, and create designs and compositions. Included at this level and advancing from previous grades:
  - pinhole camera construction
  - developing film
  - drawing directly on film or scratching for animation
  - selecting and synchronizing music and/or sound effects for a set of slides, short film, videotape
  - making or capturing visuals that carry a story and/or accompany a script
  - handmade slides.

D. BASIC LEARNING RESOURCES

Another Look Series. Addison-Wesley Publishing Company, 1978.

Art in Action Series. Harcourt Brace Jovanovich, Canada, 1987.

Discover Art Series. Fitzhenry and Whiteside Limited, 1985.

DRAMA

A. PROGRAM RATIONALE AND PHILOSOPHY

Drama is both an art form and a medium for learning and teaching. It can develop the whole person — emotionally, physically, intellectually, imaginatively, aesthetically and socially—by giving form and meaning to experience through acting out. It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals.

Dramatic growth parallels the natural development of the student. This growth is fostered in an atmosphere that is non-competitive, cooperative, supportive, joyful yet challenging.

The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, "acting out" that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

As students progress through the dramatic forms of expression at the secondary level, greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron. Here the self-development and socialization processes of the student are extended by developing an appreciation of theatre as a traditional art form.

B. GENERAL LEARNER EXPECTATIONS

FIRST GOAL

To acquire knowledge of self and others that results from reflecting on dramatic play.

Objectives

The child should:

1. realize and appreciate the uniqueness of self
2. grow in self-confidence
3. experience feelings of success and acceptance
4. develop sensory awareness
5. sharpen observations of people, of situations and of the environment
6. develop a capacity for imaginative and creative thought
7. explore, control and express emotions
8. develop respect for others—their rights, their ideas and their differences
9. give meaning to abstract concepts realized through dramatic play.

SECOND GOAL

To develop competency in communication skills through drama.

Objectives

The child should:

1. develop an awareness of the body and voice as tools of communication
2. develop an ability to discuss and share experiences
3. explore the use of dramatic symbols and theatre conventions
4. develop belief in identification with and commitment to role
5. give form and shape to ideas and experiences.

THIRD GOAL

To foster an appreciation for drama as an art form.

Objectives

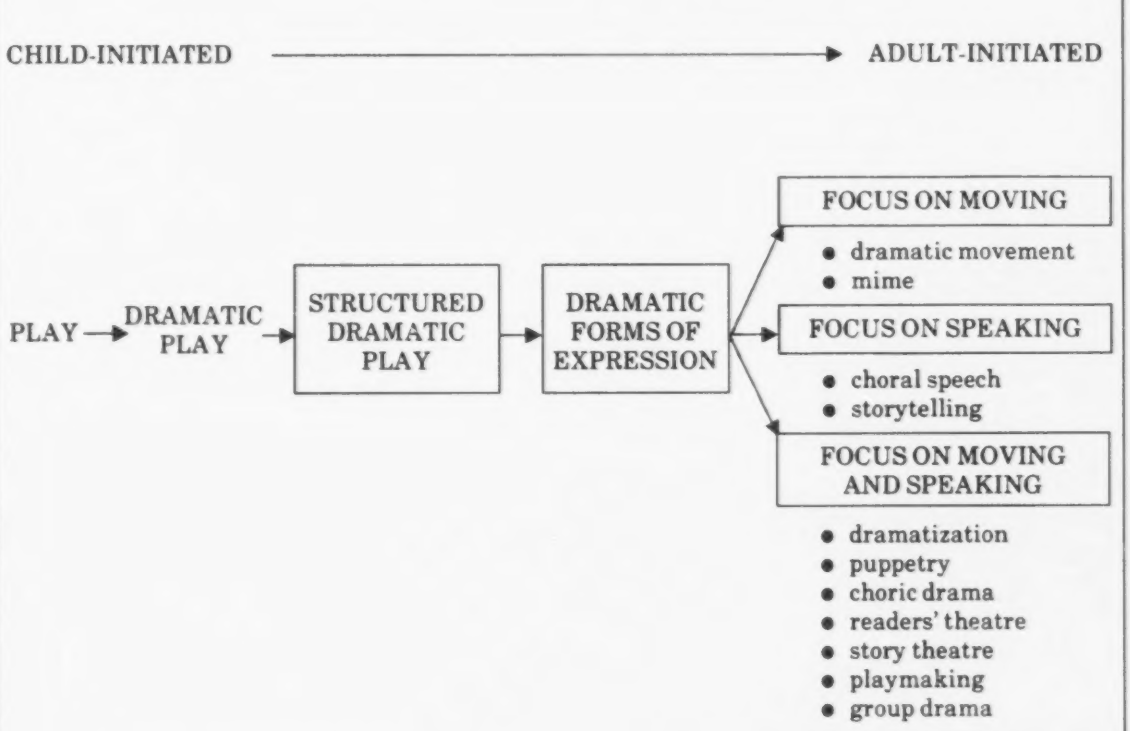
The child should:

1. develop an awareness of and respect for potential excellence in self and others
2. develop a capacity to analyze, evaluate and synthesize ideas and experiences
3. develop an awareness and appreciation of the variety of dramatic forms of expression.

C. SPECIFIC LEARNER EXPECTATIONS

Elementary drama is an optional program designed to be used either as a separate subject or integrated with other subjects. General sequencing is necessary with play, dramatic play and structured dramatic play preceding work in any of the eleven dramatic forms of expression—dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama. A number of the dramatic forms have definite prerequisites with the general suggestion that one form focusing on moving and one on speaking precede any of the forms that involve moving and speaking together (see chart below).

CONTINUUM OF CHILD GROWTH IN DRAMA



Natural play is the basis for the development of the dramatic forms of expression. It is an innate attribute. School dramatic activities begin with structured dramatic play, but if the child has not been given opportunities to grow through play and dramatic play, it is necessary for the teacher to provide such experiences.

DRAMATIC FORMS

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
STRUCTURED DRAMATIC PLAY★			
Physical			
• develop sensory awareness	———	———	——→
• become aware of body and voice as instruments of expression	———	———	——→
• explore and express large and small body movements	———	———	——→
• develop techniques for relaxation	———	———	——→
Intellectual			
• develop and exercise imagination	———	———	——→
• develop concentration	———	———	——→
• recognize and learn to trust the intuitive response	———	———	——→
• exercise divergent and convergent thinking	———	———	——→
Emotional			
• explore emotion	———	———	——→
• control emotion	———	———	——→
• express emotion	———	———	——→
Social			
• understand self	———	———	——→
• understand others	———	———	——→
• discipline self	———	———	——→
• develop acceptance of self/others (tolerance)	———	———	——→
• develop appreciation of the work of self and others	———	———	——→
• cope with emotional responses	———	———	——→
Integrative			
• understand and respond to environment	———	———	——→
• respect and investigate ideas of others	———	———	——→
• role play	———	———	——→
• develop a sense of form	———	———	——→
• make the abstract concrete	———	———	——→
• learn to respond to stimuli; e.g., music, pictures, objects, literature	———	———	——→

★ Each skill is introduced at the grade level indicated by the start of the arrow and developed further in succeeding grades.

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
• develop the confidence to make choices	→	→	→
• respect the space of others	→	→	→
• communicate through space	→	→	→
• test and reflect on the consequences of dramatic decisions	→	→	→
DRAMATIC MOVEMENT			
• understand personal space, general space and the inherent differences between the two	→	→	→
• develop flexible, free and controlled movement	→	→	→
• practise moving in different ways in response to a variety of stimuli	→	→	→
• discover how to use the body as a vehicle for expressing and interpreting feelings and ideas	→	→	→
• analyze different ways of moving alone and with others	→	→	→
• express simple characterization through movement	→	→	→
• appreciate the aesthetics of movement	→	→	→
• use dramatic movement to investigate the environment	→	→	→
• develop the ability to use dramatic movement to enhance learning in the other areas of the curriculum	→	→	→
MIME			
• learn to express oneself physically and imaginatively through movement and gesture	→	→	→
• observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment (animal mime)	→	→	→
• explore the weight, shape, size, texture and resistance of objects in order to develop insights into the ways humans contribute to their society (occupational mime)	→	→	→
• observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)	→	→	→
• learn to communicate feelings and ideas that cannot be expressed adequately in words (abstract mime)	→	→	→
• investigate physical comedy through examination of the allied art of clowning	→	→	→
• develop an understanding and appreciation for an art form	→	→	→
• apply mime skills to learning situations	→	→	→

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
CHORAL SPEECH			
General Speaking Skills			
• develop the following vocal skills:			
– recognize and reproduce the articulated sounds of standard speech	→		
– speak clearly	→		
– speak with ease	→		
– speak expressively	→		
– speak with energy	→		
– speak with an appreciation of the flexibility of the voice as an instrument	→		
– learn concepts of pitch, pace, pause, rate, intensity, volume	→		
• develop the following interpretive skills:			
– communicate the meaning of a piece of literature	→		
– express mood	→		
– explore natural rhythm	→		
– phrase for meaning	→		
– colour individual words	→		
– develop skills of presentation by becoming aware of the importance of face, voice and body	→		
• develop appreciation for enjoyment of literature	→		
• develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories	→		
• develop language skills through the language processes of speaking, listening, writing and reading	→		
Specific Choral Speech Skills			
• listen to self and others	→		
• blend the voice with others	→		
• respond to cues given by leader	→		

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
• speak:			
– in unison	→	→	→
– antiphonally		→	→
– cumulatively			→
– solo lines			→
STORYTELLING			
General Speaking Skills			
• develop the following vocal skills:			
– recognize and reproduce the articulated sounds of standard speech	→	→	→
– speak clearly	→	→	→
– speak with ease	→	→	→
– speak expressively	→	→	→
– speak with energy	→	→	→
– speak with an appreciation of the flexibility of the voice as an instrument	→	→	→
– learn concepts of pitch, pace, pause, rate, intensity, volume	→	→	→
• develop the following interpretative skills:			
– communicate the meaning of a piece of literature	→	→	→
– express mood	→	→	→
– explore natural rhythm	→	→	→
– phrase for meaning	→	→	→
– colour individual words	→	→	→
– develop skills of presentation by becoming aware of the importance of face, voice and body	→	→	→
• develop appreciation for enjoyment of literature	→	→	→
• develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories	→	→	→
• develop language skills through the language processes of speaking, listening, writing and reading	→	→	→

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
Specific Storytelling Skills			
• develop and extend the ability to recall and sequence events	→	→	→
• develop an awareness and understanding of differentiation of character within a story	→	→	→
• apply storytelling skills to other areas of study	→	→	→
DRAMATIZATION			
• develop role-playing skills:			
– accept role playing as a positive learning experience	→	→	→
– take on the attitude of another	→	→	→
– assume the physical attributes of another	→	→	→
– emphasize the situation of another	→	→	→
– use role playing as a problem-solving tool	→	→	→
• recognize and use dramatic form:			
– appreciate and use the possibilities of a story line in sequence	→	→	→
– recognize and incorporate structure; i.e., beginning, middle and end	→	→	→
– respond in language appropriate to different situations	→	→	→
– recognize dramatic elements; e.g., conflict, tension, resolution, characterization, environment	→	→	→
• develop an appreciation of the art form of acting out literature	→	→	→
• be motivated to extend the dramatization experience into other subject areas	→	→	→
PUPPETRY			
• become aware of the puppet as a communicative medium by:			
– moving as a puppet	→	→	→
– moving another as a puppet	→	→	→
– constructing a simple puppet	→	→	→
• apply moving skills to puppetry by:			
– experimenting with puppet manipulation	→	→	→
– exploring and creating various environments through which the child can move the puppet	→	→	→

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
• apply speaking skills to puppetry by:			
– communicating through the puppet as an extension of self		→	
– responding to another puppet creating dialogue		→	
• apply dramatization skills to puppetry by:			
– creating a character for a puppet		→	
– creating an environment in which the character will react		→	
– expressing feelings as a puppet		→	
– working with others to create a puppet story		→	
• appreciate the complexities of a puppet performance by:			
– sharing their own puppet scene/episodes/play:			
• with each other	→		
• with other groups in the class		→	
• with other classes			→
– viewing other puppet performances; e.g., student or professional	→		
– learning about the history and types of puppets and puppetry			→
• apply the skills of puppetry to other subject areas	→		

CHORIC DRAMA

General Speaking Skills

• develop the following vocal skills:			
– recognize and reproduce the articulated sounds of standard speech	→		
– speak clearly	→		
– speak with ease	→		
– speak expressively	→		
– speak with energy	→		
– speak with an appreciation of the flexibility of the voice as an instrument	→		
– learn concepts of pitch, pace, pause, rate, intensity, volume	→		

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
• develop the following interpretative skills:			
– communicate the meaning of a piece of literature	→	→	→
– express mood	→	→	→
– explore natural rhythm	→	→	→
– phrase for meaning	→	→	→
– colour individual words	→	→	→
– develop skills of presentation by becoming aware of the importance of face, voice and body	→	→	→
• develop appreciation for enjoyment of literature	→	→	→
• develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories	→	→	→
• develop language skills through the language processes of speaking, listening, writing and reading	→	→	→
Specific Choric Drama Skills			
• use skills as outlined in choral speech, dramatic movement, mime and dramatization	→	→	→
• analyze literature for dramatic potential		→	→
• create individual and/or group characterization	→	→	→
• explore appropriate movement and speech qualities for characterization	→	→	→
• apply choric drama skills to the investigation of other areas of study	→	→	→
• learn how to use theatrical elements to enhance a presentation		→	→
READERS' THEATRE			
General Speaking Skills			
• develop the following vocal skills:			
– recognize and reproduce the articulated sounds of standard speech	→	→	→
– speak clearly	→	→	→
– speak with ease	→	→	→
– speak expressively	→	→	→
– speak with energy	→	→	→

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
– speak with an appreciation of the flexibility of the voice as an instrument	→	→	→
– learn concepts of pitch, pace, pause, rate, intensity, volume	→	→	→
• develop the following interpretive skills:			
– communicate the meaning of a piece of literature	→	→	→
– express mood	→	→	→
– explore natural rhythm	→	→	→
– phrase for meaning	→	→	→
– colour individual words	→	→	→
– develop skills of presentation by becoming aware of the importance of face, voice and body	→	→	→
• develop appreciation for enjoyment of literature	→	→	→
• develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories	→	→	→
• develop language skills through the language processes of speaking, listening, writing and reading	→	→	→
Specific Readers' Theatre Skills			
• communicate effectively from a prepared script		→	→
• use skills as outlined in choral speech and/or storytelling and dramatization		→	→
• select visual elements to enhance communication		→	→
• learn scripting techniques			→
• adapt material from other areas of study to the readers' theatre			→
• appreciate readers' theatre as an art form	→	→	→
STORY THEATRE			
General Speaking Skills			
• develop the following vocal skills:			
– recognize and reproduce the articulated sounds of standard speech	→	→	→
– speak clearly	→	→	→

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
– speak with ease	→		
– speak expressively	→		
– speak with energy	→		
– speak with an appreciation of the flexibility of the voice as an instrument	→		
– learn concepts of pitch, pace, pause, rate, intensity, volume	→		
• develop the following interpretative skills:			
– communicate the meaning of a piece of literature	→		
– express mood	→		
– explore natural rhythm	→		
– phrase for meaning	→		
– colour individual words	→		
– develop skills of presentation by becoming aware of the importance of face, voice and body	→		
• develop appreciation for enjoyment of literature	→		
• develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories	→		
• develop language skills through the language processes of speaking, listening, writing and reading	→		
Specific Story Theatre Skills			
• use skills as outlined in storytelling and dramatization		→	
• develop the ability to select theatre elements that best enhance the literature		→	
• develop the ability to recognize literature and experiences that are best accommodated by this style of expression		→	
• develop an appreciation of story theatre as an art form	→		
PLAYMAKING			
• use skills as outlined in dramatization		→	
• develop the ability to originate a dramatic story:			
– respond to a need to develop a dramatic story to meet a given situation		→	
– use dramatization skills to develop expression		→	

SKILLS THE CHILD SHOULD:	GRADES 1–2	3–4	5–6
• develop the ability to shape a dramatic story:			
– organize events			→
– develop dialogue appropriate to the situation			→
– develop awareness of mood and atmosphere			→
– learn to control mood and atmosphere			→
– appreciate the art of structuring a play			→
• develop the ability to communicate a story:			
– refine communication skills in voice, movement and gesture			→
– be aware of and use such theatrical elements as movement/stillness, light/dark, sound/silence			→
– appreciate the use of these theatrical elements in communicating a play			→
• appreciate playmaking by others; e.g., other students or professionals	→	→	→
• use the art of playmaking to express ideas and content from other subject areas; e.g., history, literature, feelings			→
GROUP DRAMA			
• develop the ability to make decisions in a group:			
– accept self as part of a group	→	→	→
– listen to ideas of another	→	→	→
– offer own ideas	→	→	→
– become aware of and accept the group purpose	→	→	→
• cooperatively build a drama to:			
– send both verbal and non-verbal signals to others	→	→	→
– receive and respond to verbal and non-verbal signals	→	→	→
– solve problems	→	→	→
– recognize and use group space	→	→	→
– become aware of and use tensions/conflicts	→	→	→
– appreciate the shared creation of a drama	→	→	→
• draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama	→	→	→

D. BASIC LEARNING RESOURCES

There are no basic learning resources authorized for Drama.

MUSIC

A. PROGRAM RATIONALE AND PHILOSOPHY

The systematic development of musical skills, knowledge and perception is fundamental to the total development of the individual.

Music education should begin at an early age and should continue to encourage creative expression through performance, listening and composition. As students become sensitive to the expressive elements of music, they develop insight into human feelings.

The sense of meaning in music can be developed by the student as:

Performer: Performance is an active process involving the development and application of musical skills, knowledge and perceptions.

Listener, evaluator, consumer, historian: These experiences develop an understanding of music and musicians of the past and present.

Composer: The organization of the elements of music into an intrinsically satisfying composition generates aesthetic creativity and perception.

B. GENERAL LEARNER EXPECTATIONS

Through the elementary music program, students will develop:

- enjoyment of music
- awareness and appreciation of a variety of music, including music of the many cultures represented in Canada
- insights into music through meaningful musical activities
- self-expression and creativity
- musical skills and knowledge.

C. SPECIFIC LEARNER EXPECTATIONS

The specific learner expectations are organized in the charts that follow on the basis of five conceptual elements and six skill areas. A scope and sequence chart of attitudes is not included because attitudes are intended to be acquired at every level throughout the program.

In the following charts, a solid dot indicates the level at which a concept or skill is intended to be learned and arrows indicate that continued use and development is expected. A star next to the concept or skill indicates required learnings; no star indicates elective or optional content.

CONCEPTS

Concepts are the intellectual framework of the music program. They are divided into five elements:

- rhythm
- melody
- harmony
- form
- expression.

SKILLS

The skills and concepts of the music program are interrelated. Concepts are essentially taught through the participation of students in the six skill areas:

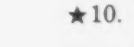
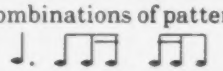
- singing
- playing instruments
- listening
- moving
- reading (and writing)
- creating.

ATTITUDES

An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost.

Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.

CONCEPTS

ELEMENT: **RHYTHM** The student will understand that:	1	2	3	4	5	6
★ 1. Music may move to a steady beat.	●	▸	▸	▸	▸	▸
★ 2. Music may move evenly or unevenly. (— — — or — — — — — —)	●	▸	▸	▸	▸	▸
★ 3. Music is made up of long sounds, short sounds and silences.	●	▸	▸	▸	▸	▸
★ 4. There are strong and weak beats in music.	●	▸	▸	▸	▸	▸
★ 5. Long sounds, short sounds and silences may be grouped to form rhythm patterns. Ta, ti-ti, rest =	●	▸	▸	▸	▸	▸
★ 6. Rhythm patterns can accompany melody.		●	▸	▸	▸	▸
★ 7. Rhythm patterns are made up of the beat and divisions of the beat.		●	▸	▸	▸	▸
★ 8. Beats may be grouped by accent (a stress in music).		●	▸	▸	▸	▸
★ 9. Sounds and silences have specific duration (quarter note (ta), eighth note (ti-ti), half note (ta-a), and whole note (ta-a-a-a) with the corresponding rests). 		●	▸	▸	▸	▸
★10. Duration is extended by a dot, a tie or a fermata; e.g., 			●	▸	▸	▸
★11. Beats may be grouped in 2s or 3s.			●	▸	▸	▸
★12. Some music does not have a steady beat.			●	▸	▸	▸
★13. A time signature tells how beats are grouped in a measure.			●	▸	▸	▸
★14. Beats may be grouped in 4s.				●	▸	▸
★15. Metre changes may occur within a piece of music.				●	▸	▸
★16. Duration concepts are extended to include sixteenth notes. 				●	▸	▸
17. Duration concepts are extended to include dotted notes and combinations of patterns. 					●	▸
18. Accents may fall on beats that are usually unaccented (syncopation). 					●	▸
★19. Rhythm is created by combining beat, tempo, patterns, metre and duration.					●	▸
★20. There are many kinds of rhythm; e.g., ethnic rhythms, dance forms such as the waltz, tango.						●
21. There are numerous rhythm patterns associated with repertorie; e.g., triplet						●

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CONCEPTS

ELEMENT: MELODY The student will understand that:	1	2	3	4	5	6
★ 1. Sounds may be high or low.	●	▸	▸	▸	▸	▸
★ 2. Sounds are also in the middle.	●	▸	▸	▸	▸	▸
★ 3. A sequence of sounds may move from low to high, high to low, or stay the same.	●	▸	▸	▸	▸	▸
★ 4. A melody is made up of sounds organized in patterns.	●	▸	▸	▸	▸	▸
★ 5. Melodies are based on scales: major, minor and pentatonic (5-tone).	●	▸	▸	▸	▸	▸
★ 6. Printed symbols in music show the direction of the melody.		●	▸	▸	▸	▸
★ 7. Sounds that move up or down by steps or half steps within the octave are called scales. - Melodies may move by scale steps. - Melodies may move by leaps.		●	▸	▸	▸	▸
8. A melody may have an ending home tone (tonic).			●	▸	▸	▸
9. An interval is the space between two sounds. - An interval may be changed by an accidental. - Intervals give shape or contour to a melody.				●	▸	▸
10. Melodies may be based on the "C" major scale.				●	▸	▸
11. Melodies may be based on the "G" and "F" major scales, and their related minors.					●	▸
★12. A melody is changed when its rhythm is changed.					●	▸
★13. Melodies may be based on other scales; e.g., ethnic, whole tone, atonal, chromatic, modal.						●

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CONCEPTS

ELEMENT: **HARMONY** The student will understand that:	1	2	3	4	5	6
★ 1. Two or more sounds can occur simultaneously.	●	▸	▸	▸	▸	▸
★ 2. Melodies may be accompanied by harmony.	●	▸	▸	▸	▸	▸
★ 3. Some sounds seem to belong together and are called chords, three or more sounds together.		●	▸	▸	▸	▸
★ 4. Major and minor chords have different sounds.		●	▸	▸	▸	▸
★ 5. Two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants.			●	▸	▸	▸
6. The I and V_7 chords may be used to accompany melodies.			●	▸	▸	▸
★ 7. Pitched percussion instruments can be combined to make harmony.			●	▸	▸	▸
8. The IV and V chords are also used to accompany melodies.				●	▸	▸
★ 9. Tuned instruments can combine to make harmony.				●	▸	▸
★10. Melodies having the same harmonic structure may be combined; e.g., partner songs.				●	▸	▸
★11. Voices with different pitch ranges can be combined to create harmony.					●	▸
★12. The notes of a chord may be performed to accompany a melody.					●	▸
13. There is an ending point to a phrase (cadence).						●
14. Other chords may be used to accompany melody; e.g., E minor, E_7.						●

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CONCEPTS

ELEMENT: **FORM** The student will understand that:	1	2	3	4	5	6
★ 1. Music can be organized into sections—alike or different.	●	▸	▸	▸	▸	▸
★ 2. A section may be repeated (verse, chorus).	●	▸	▸	▸	▸	▸
★ 3. Music is organized into phrases.	●	▸	▸	▸	▸	▸
★ 4. A whole piece of music may be comprised of a number of sections.		●	▸	▸	▸	▸
5. Sections may be identified by letters; e.g., AB, ABA, ABAB.		●	▸	▸	▸	▸
6. There may be an introduction, an interlude and an ending (coda).		●	▸	▸	▸	▸
★ 7. Musical phrases, which give organization to music, may be short or long.			●	▸	▸	▸
8. Music may be accompanied by a repeated pattern (ostinato).			●	▸	▸	▸
9. Sections may be identified by letters ABACA (rondo).				●	▸	▸
★10. First and second endings with repeat signs are found in music.				●	▸	▸
11. Improvisation is part of many forms of music.					●	▸
12. Repetition and contrast give unity and variety to form in music.					●	▸
13. Basic forms include AB (binary), ABA (ternary), rondo, canon, theme and variations.						●
★14. Longer forms of music such as the concerto, opera and symphony combine a variety of structural forms.						●

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CONCEPTS

ELEMENT: **EXPRESSION (tempo, dynamics, tone colour)** The student will understand that:	1	2	3	4	5	6
★ 1. The beat in music may be fast or slow (tempo).	●	▸	▸	▸	▸	▸
★ 2. Music may be soft (p) or loud (f), dynamics.	●	▸	▸	▸	▸	▸
★ 3. Music may express our feelings.	●	▸	▸	▸	▸	▸
★ 4. Musical instruments have different tonal qualities.	●	▸	▸	▸	▸	▸
★ 5. The human voice has different tonal qualities.	●	▸	▸	▸	▸	▸
★ 6. Music reflects our feelings about holidays, seasons, our country and cultural heritage.	●	▸	▸	▸	▸	▸
★ 7. The words of a song are very important to the understanding of the song (text).	●	▸	▸	▸	▸	▸
★ 8. Music may be fast or slow and may change from one to the other suddenly or gradually (tempo).		●	▸	▸	▸	▸
★ 9. Music dynamics may change suddenly (accent <) or gradually. (< crescendo; > decrescendo [diminuendo])		●	▸	▸	▸	▸
★10. Changes in dynamics add to the effect of music.			●	▸	▸	▸
★11. Musical instruments produce tone colour by being blown, bowed, plucked, strummed, struck, scraped or shaken.			●	▸	▸	▸
12. Terms such as ritardando, accelerando, allegro and andante refer to tempo.				●	▸	▸
13. Legato and staccato are two terms that indicate how music may be performed.				●	▸	▸
★14. Musical instruments have distinctive tonal qualities and may be grouped according to families.				●	▸	▸
15. New sounds may be created using instruments in new ways, by inventing new instruments or by electronic methods.					●	▸
★16. The human voice, which has the potential of being used as an expressive instrument, has different timbral qualities.						●
17. The lyrics (text) and meaning of a song may be enhanced by the vocal interpretation as well as by its instrumental accompaniment.						●
18. Music has different styles; e.g., blues, jazz, rock, reggae, country and western, classical.						●

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SKILLS

SKILL: **LISTENING** The student will be able to:	1	2	3	4	5	6
★ 1. Distinguish environmental sounds: school, home, weather, animals, machines.	●	▸	▸	▸	▸	▸
★ 2. Identify and compare sounds (musical and non-musical): high–low, loud–soft, short–long, slow–fast, up–down.	●	▸	▸	▸	▸	▸
★ 3. Distinguish voice sounds.	●	▸	▸	▸	▸	▸
★ 4. Distinguish among the sounds of common musical instruments.	●	▸	▸	▸	▸	▸
★ 5. Be an attentive member of an audience.	●	▸	▸	▸	▸	▸
★ 6. Understand and appreciate the effect of music that is high–low, loud–soft, short–long, slow–fast, up–down.	●	▸	▸	▸	▸	▸
★ 7. Be aware of and enjoy seasonal, holiday and ethnic music.	●	▸	▸	▸	▸	▸
★ 8. Follow a story told by music.	●	▸	▸	▸	▸	▸
★ 9. Detect the rise and fall of melody.		●	▸	▸	▸	▸
10. Identify "like" and "unlike" patterns in music.		●	▸	▸	▸	▸
11. Respond to phrases in music.		●	▸	▸	▸	▸
★12. Identify male, female and children's singing voices.		●	▸	▸	▸	▸
★13. Detect the contour (shape) of melody.			●	▸	▸	▸
★14. Identify differences in tempo, timbre (tone colour) and dynamics.			●	▸	▸	▸
15. Identify the difference in sound between songs in major and minor keys.			●	▸	▸	▸
16. Identify repetition and contrast.			●	▸	▸	▸
17. Identify binary (AB) and ternary (ABA) forms.			●	▸	▸	▸
★18. Recognize the instruments of the four families of the orchestra: string, woodwind, brass, percussion.			●	▸	▸	▸
19. Identify a tonic (keynote) chord.				●	▸	▸
20. Identify rondo form (ABACA).				●	▸	▸
★21. Recognize music and some composers of other times, places and cultures.				●	▸	▸
★22. Identify the four families of musical instruments.				●	▸	▸
★23. Identify introductions, interludes and codas in music.				●	▸	▸
★24. Identify major and minor chords.				●	▸	▸
25. Identify the human voice categories: soprano, contralto, tenor, bass.					●	▸
★26. Match names, sounds and pictures of many instruments.					●	▸
27. Identify chord changes aurally (ukuleles, resonator bells and autoharps).					●	▸
28. Identify band, orchestra, instrumental duet, trio, quartet and ensemble.						●
29. Identify some of the following: theme and variations, ragtime, blues, jazz, rock.						●
★30. Recognize the sounds of electronic music.						●
31. Identify children's chorus, male/female chorus, mixed chorus, vocal duet, trio, quartet and ensemble.						●

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SKILLS

SKILL: **MOVING** The student will be able to:	1	2	3	4	5	6
★ 1. Mime animals, machines and other sounds.	●	▸	▸	▸	▸	▸
★ 2. Move to the <u>beat</u> in music through walking, running, hopping, galloping and skipping, as appropriate to the psychomotor development of the students.	●	▸	▸	▸	▸	▸
★ 3. Respond to beat through action and simple body percussion.	●	▸	▸	▸	▸	▸
★ 4. Perform simple action songs and singing games.	●	▸	▸	▸	▸	▸
★ 5. Improvise movement for high–low, loud–soft, short–long, slow–fast.	●	▸	▸	▸	▸	▸
★ 6. Respond to music through movement in an individual manner.	●	▸	▸	▸	▸	▸
★ 7. Improvise movements to poems, stories and songs.		●	▸	▸	▸	▸
8. Move to form in music, like phrases and unlike phrases.		●	▸	▸	▸	▸
★ 9. Through movement show awareness of changes in tempo, dynamics and mood.		●	▸	▸	▸	▸
★10. Perform rhythmic patterns in music.			●	▸	▸	▸
11. Move to round or canon form.			●	▸	▸	▸
★12. Participate in folk, square or traditional ethnic dances.			●	▸	▸	▸
13. Use planned body movements to illustrate rhythmic and/or melodic patterns.				●	▸	▸
14. Move to illustrate phrase, repetition, contrast, AB, ABA and rondo patterns, introductions, interludes and endings (codas), as appropriate to the psychomotor development of the students.					●	▸
15. Choreograph and perform a contemporary dance form; e.g., in the style of videos, air bands.						●

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SKILLS

SKILL: **SINGING** The student will be able to:	1	2	3	4	5	6
★ 1. Distinguish between children's speaking and singing voices.	●	▸	▸	▸	▸	▸
★ 2. Respond to tone matching and echo games.	●	▸	▸	▸	▸	▸
★ 3. Respond to so–mi hand signals.	●	▸	▸	▸	▸	▸
★ 4. Respond to hand signals for so–mi–la.	●	▸	▸	▸	▸	▸
★ 5. Sing, in tune, many rhythmic and melodic songs, singing games and action songs.	●	▸	▸	▸	▸	▸
★ 6. Experience singing alone and in a group.	●	▸	▸	▸	▸	▸
★ 7. Sing accurately in unison.	●	▸	▸	▸	▸	▸
8. Respond appropriately and with confidence to a conductor's signals.	●	▸	▸	▸	▸	▸
★ 9. Extend the use of sol–fa training with hand signals to include "re" and "do".		●	▸	▸	▸	▸
★10. Respond to tone matching with other voices and instruments.		●	▸	▸	▸	▸
★11. Sing many folk, ethnic, seasonal and holiday songs.		●	▸	▸	▸	▸
12. Extend the use of sol–fa training with hand signals to include "la_1" "so_1" "do_1" (low "la", low "so" and high "do").			●	▸	▸	▸
13. Sing ostinato patterns with songs.			●	▸	▸	▸
★14. Sing two-part rounds and simple descants.			●	▸	▸	▸
★15. Continue vocal development: sing with expression and good enunciation.			●	▸	▸	▸
★16. Sing with various instrumental accompaniments.			●	▸	▸	▸
★17. Participate in singing alone or in a group, a capella (unaccompanied).			●	▸	▸	▸
★18. Sing partner and nonsense songs.			●	▸	▸	▸
19. Continue vocal development (legato and staccato).				●	▸	▸
20. Extend the use of sol–fa training with hand signals to include "fa" and "ti".				●	▸	▸
★21. Sing two- and three-part rounds, and descants.				●	▸	▸
★22. Respond to changes in tempo, dynamics and mood while singing.				●	▸	▸
★23. Develop musical interpretation: awareness of the meaning of a song through its words (text).				●	▸	▸
24. Use sol–fa skills in reading music and sight singing.					●	▸
25. Sing three- and four-part rounds and two-part soprano, alto (S.A.) songs.					●	▸
★26. Extend vocal development to include phrasing, enunciation and expression.					●	▸
★27. Develop a repertoire of quality songs.						●
★28. Sing songs written in a variety of scales.						●
★29. Extend vocal development to include stressing <u>in tune</u> (accurate) part singing.						●

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SKILLS

SKILL: PLAYING INSTRUMENTS The student will be able to:	1	2	3	4	5	6
★ 1. Explore the sound of various musical instruments.	●	▸	▸	▸	▸	▸
★ 2. Play a steady beat using rhythm instruments.	●	▸	▸	▸	▸	▸
★ 3. Discover that some instruments play low notes and some play high notes.	●	▸	▸	▸	▸	▸
★ 4. Echo rhythm patterns.	●	▸	▸	▸	▸	▸
★ 5. Accompany singing with appropriate body percussion and movement (beat, accent, rhythm patterns) and transfer these to instruments.	●	▸	▸	▸	▸	▸
★ 6. Play rhythm instruments correctly.	●	▸	▸	▸	▸	▸
★ 7. Accompany songs, stories and poems with appropriate instrumental effects.	●	▸	▸	▸	▸	▸
★ 8. Play simple rhythm patterns (the beat and divisions of the beat).		●	▸	▸	▸	▸
9. Follow simple rhythm scores.		●	▸	▸	▸	▸
10. Play rhythmic and ostinato patterns to accompany songs.		●	▸	▸	▸	▸
11. Use pitched (keyboard-type) instruments to play tone-matching games, conversational games and pentatonic (5-tone) accompaniments.			●	▸	▸	▸
12. Use resonator bells to build and play chords.			●	▸	▸	▸
★13. Demonstrate skills on as many as possible of the following instruments:						
Orff Instruments — through speech, rhythm, ear training and use of pentatonic scale, create own compositions.	●	▸	▸	▸	▸	▸
Resonator (tone educator) Bells — tone matching, ostinato patterns, pentatonic melodies and accompaniment, chord building.		●	▸	▸	▸	▸
Autoharp — learn basic chords and rhythms to accompany many songs.			●	▸	▸	▸
Recorder — learn to play with good tone, developing ability to read music.				●	▸	▸
Latin Instruments — use to accompany Latin-American songs. Observe syncopation and particular rhythm patterns for this music.				●	▸	▸
Ukuleles — learn basic chords and rhythms to accompany many songs. Proceed to plucking melody notes.				●	●	▸
Handbells — basic ringing techniques.					●	▸
Strings where available. Please contact Alberta Education for information regarding a sequential program for Grades 4–9.						
Wind percussion where available.						

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SKILLS

SKILL: **READING AND WRITING** The student will be able to:	1	2	3	4	5	6
★ 1. Recognize "ta" and "ti-ti" rhythm patterns.	●	▸	▸	▸	▸	▸
★ 2. Recognize the following rhythm patterns on large charts, and follow from left to right:	●	▸	▸	▸	▸	▸
★ 3. Echo clap and chant written rhythm patterns.	●	▸	▸	▸	▸	▸
★ 4. Draw "stick" rhythm patterns on paper.	●	▸	▸	▸	▸	▸
★ 5. Respond to simple instrumental scores on large charts.	●	▸	▸	▸	▸	▸
★ 6. Respond to hand signals and staff notation of "so-mi", "so-mi-la".	●	▸	▸	▸	▸	▸
★ 7. Build "so-mi-la" patterns on a simple staff.	●	▸	▸	▸	▸	▸
★ 8. Read repeat signs, p (soft) and f (loud).	●	▸	▸	▸	▸	▸
★ 9. Draw "stick" rhythm patterns from dictation (teacher claps pattern).		●	▸	▸	▸	▸
★10. Extend the use of sol-fa training to include "do" and "re".		●	▸	▸	▸	▸
★11. Follow notation from left to right while singing and playing.		●	▸	▸	▸	▸
★12. Recognize whole, half, quarter, eighth notes and the whole, half and quarter rests.		●	▸	▸	▸	▸
★13. Recognize 2/4 and 3/4 time signatures.		●	▸	▸	▸	▸
★14. Recognize the music staff and treble clef sign.		●	▸	▸	▸	▸
★15. Recognize "like" and "unlike" phrases.		●	▸	▸	▸	▸
★16. Recognize the symbols for crescendo ( ), decrescendo (diminuendo) ( ) and accent (<).		●	▸	▸	▸	▸
★17. Recognize the eighth rest.			●	▸	▸	▸
18. Recognize the dotted half note, the concept of the dot and the fermata.			●	▸	▸	▸
★19. Recognize 4/4 time signature.			●	▸	▸	▸
★20. Continue sol-fa training to include low "la" and low "so" ("la_1," "so_1") and high "do" ("do!").			●	▸	▸	▸
★21. Recognize the symbol for a phrase.			●	▸	▸	▸
★22. Extend the use of sol-fa training to include "fa" and "ti".				●	▸	▸
23. Read instrumental scores for rhythm and melody instruments.				●	▸	▸
★24. Recognize the following notes and rests:				●	▸	▸
25. Recognize time signatures related to the repertoire including 6/8.				●	▸	▸
26. Recognize dotted note patterns and experience syncopation.				●	▸	▸
27. Notate from dictation simple pentatonic compositions.				●	▸	▸
★28. Recognize the following notes:				●	▸	▸
★29. Develop skill in writing rhythm patterns.				●	▸	▸
30. Interpret chord symbols using bells, ukuleles, autoharp, if available.				●	▸	▸

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SKILLS

SKILL: **READING AND WRITING** (continued) The student will be able to:	1	2	3	4	5	6
★31. Develop ability to read parts while singing; e.g., soprano, alto.					●	▸
32. Recognize syncopated rhythms; e.g., ♪♩♪					●	▸
33. Recognize the following chord progressions: I, IV, V and V_7.					●	▸
★34. Recognize ties, slurs and accidentals (♯, ♭, ♮ — sharp, flat, natural).					●	▸
★35. Review terms in the literature that refer to dynamics; e.g., diminuendo.					●	▸
★36. Interpret the following symbols of dynamics and tempo: f, p, ff, pp, mf, <, >, 𝄐.						●
37. Identify major and minor scales; e.g., "C" major and "A" minor.						●
38. Identify notated melody patterns by numbers or solfege.						●
★39. Understand the function of key signatures.						●
★40. Show further development in the ability to write, from dictation, patterns found in the repertoire.						●

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SKILLS

SKILL: CREATING The student will be able to:	1	2	3	4	5	6
★ 1. Use suitable sound effects for poems and songs.	●	▸	▸	▸	▸	▸
★ 2. Use instruments to create sounds of high–low, loud–soft, slow–fast, short–long, up–down.	●	▸	▸	▸	▸	▸
★ 3. Create singing "conversations" (tone matching).	●	▸	▸	▸	▸	▸
4. Make up new words to songs.		●	▸	▸	▸	▸
★ 5. Create melodic and/or percussion accompaniments for poems and songs.		●	▸	▸	▸	▸
★ 6. Create movement to demonstrate form in music.			●	▸	▸	▸
7. Improvise, using instrumental and/or singing activities.			●	▸	▸	▸
8. Create rhythmic and melodic ostinati for poems and songs.			●	▸	▸	▸
9. Create introductions, interludes and codas for songs.				●	▸	▸
★10. Notate and perform original compositions (does not have to be formal notation).				●	▸	▸
11. Create new music in a known form (AB, ABA).				●	▸	▸
★12. Create compositions by experimenting with sounds to find a variety of tonal qualities which may be combined.				●	▸	▸
13. Add original descants to songs.					●	▸
14. Use a variety of scales to create new melodies.					●	▸
15. Create formal and/or contemporary scores to be performed.						●

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D. BASIC LEARNING RESOURCES

Musicanada. Holt, Rinehart and Winston of Canada Ltd., 1984. [Grades 3–6]

Music and You. Collier Macmillan Publishers, 1988. [Grades 1–6]

Silver Burdett Music. Centennial edition. Silver Burdett Company, 1985. [Grades 1–6]

HEALTH

A. PROGRAM RATIONALE AND PHILOSOPHY

Good health depends on a combination of factors: the environment in which we live and work; the personal traits we have inherited; the care we receive from doctors and hospitals; and the personal behaviours or habits that we perform daily. All of these work together to affect our health.

Every day we are exposed to potential risks to good health. Pollution in the air we breathe is one example. It is a risk that we, as individuals, cannot do much about. Improving the quality of the environment usually requires the effort of concerned citizens working together for a healthier community.

There are, however, risks that we can control: risks stemming from our personal behaviours and habits. Health experts now agree that these personal behaviours and habits make up one of the most important factors in reducing potential risks and enhancing one's overall health.

The school has an important role to play in helping students to acquire knowledge and develop skills and attitudes that will enable them to live healthy lives. The Goals of Education for Alberta, which appear in the introduction to the *Program of Studies: Elementary Schools*, have clear implications for health education. Two of the "goals of schooling" in particular provide the basis for the present health component of the *Program of Studies: Elementary Schools*.

- To acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.

- To acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

The elementary health component identifies specific learner expectations that will help to achieve these goals.

Good health education will help students to understand and to cope with the major health problems of our times. In our society, these include such potentially crippling or fatal conditions as heart disease, respiratory disorders, cancer and accidental injuries. They also include problems related to stress management, diet and fitness, as well as disorders having to do with our ability to relate to others and to find meaning in our lives. Good health education will address all of these health concerns.

Knowledge of the human body and how it works forms an important part of the health component. However, students must know more than that. To deal effectively with today's health problems, they must develop good interpersonal skills. They must understand the many factors, such as peer pressure, advertising, and family and community values, that influence the

decisions they make. Moreover, they must be aware of the decision-making process, and learn good decision-making skills. In this regard, they must be aware of the importance of values that guide the decisions they make.

Because values play such an important role in decision making they form an important part of the health curriculum. For younger children, values are presented in this curriculum as directives for behaviour. For older students, there are learning objectives, which examine the nature of decision making and the role of values, to help them understand the place of values in their own lives.

The particular values which find expression in the elementary health curriculum also form the basis for the Desirable Personal Characteristics identified on pages ix and x of this document.

Virtually all of these characteristics appear in one or more of the learning objectives in the health curriculum. Two of them, however, occur over and over again: "Respectful—has respect for the opinions and rights of others, and for property" and "Responsible—accepts responsibility for own actions. Discharges duties in a satisfactory manner". These are attributes that characterize a caring individual who can behave in a responsible manner in many situations, including those that affect his or her health. They are attributes that "contribute to physical, mental and social well-being".

Since September 1989, all board operated schools have been required to offer human sexuality programs to their students. Therefore, the learner expectations outlined in Theme 5 of the Grades 4 to 6 health program of study are now a mandatory component of the elementary program of studies. Parents will retain the right to withdraw their children from classes about human sexuality, if they wish to do so.

The Child Abuse Prevention Unit (Theme 4, E.3) is an optional component of the elementary health program, and approval by school board motion is required. The school board should also determine whether specific terminology for private parts of the body will be used. Parents have the right to withdraw their children from classes about child abuse prevention, if they wish to do so.

B. GENERAL LEARNER EXPECTATIONS

Health education fosters the growth of knowledge, attitudes, skills and lifelong behaviours that will enable the individual to assume responsibility for healthy living and personal well-being. To help each student to learn how to achieve and maintain an appropriate level of health, the elementary health curriculum is organized around five themes. Each theme has a number of general learner expectations.

Theme 1: Self-awareness and Acceptance

- To consider and appreciate the worth of self and others.
- To appreciate the range of human emotions and the importance of expressing emotions positively.
- To understand the origins and characteristics of positive and negative personality traits.
- To recognize the influence of personal actions and decisions upon relationships with others.

Theme 2: Relating to Others

- To appreciate the qualities of others and how healthy relationships are made and maintained.
- To consider the importance of healthy relationships with others in the school setting.

Theme 3: Life Careers

- To recognize the interests and abilities of self and others.
- To understand the importance of work in our society, the occupations associated with work, and the formal and informal pursuits that prepare an individual for work.

Theme 4: Body Knowledge and Care

- To understand the structure, function and development of the body.
- To appreciate the importance of nutrition to health, and to apply the principles of good nutrition to daily living.
- To appreciate how factors such as rest, fitness and personal cleanliness contribute to healthful growth.
- To understand how sickness and disease can be prevented, and how drugs can be used appropriately and inappropriately.
- To understand the safety practices required in various situations, and to be aware of simple first aid responses to sickness and accidents.
- To appreciate the threats and aids to personal health and safety that exist in the community.

Theme 5: Human Sexuality

- To understand the structure and function of the reproductive system.
- To understand puberty and the changes associated with it.
- To understand how a human life is created.

As these themes are developed in the classroom, the goal of health education can be accomplished, if all three domains of learning are addressed. Each specific learning objective will have cognitive, affective and psychomotor behaviours associated with it. This is illustrated by the examples on the following page:

EXAMPLES OF LEARNING OBJECTIVES

	Cognitive (knowledge)	Affective (attitudes)	Psychomotor (skills)
Physical Dimension	Identifies the structure of a tooth and explains its function.	Accepts that healthy teeth are desirable for both functional and social reasons.	Brushes teeth properly.
Social/ Personal Dimension	Lists the characteristics of friendship.	Appreciates the need for friends.	Relates positively and effectively to others.

C. SPECIFIC LEARNER EXPECTATIONS

SCOPE AND SEQUENCE FOR THE HEALTH CURRICULUM

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 1	**SELF-AWARENESS AND ACCEPTANCE**					
A. Finding Yourself 1. Self-worth	• Uniqueness (elective)	• Importance of home and school (elective)	• Building strengths • Coping with difficult situations	• Respect for self • Self-concept • Ongoing changes	• "Put-ups" and "put-downs" on self and others • Improving ourselves	• Formulating goals • Basic values
B. Feelings 1. Expressing Oneself	• Types of emotions • Reality and fantasy (elective)	• Ways to express oneself • Others affect us		• Types of emotions • Expression of emotions varies • Responsibility for emotional expresion	• Need to express feelings • Expressing feelings	
2. Dealing with Feelings Positively			• The positive approach • Showing positive feelings			
C. Personality 1. Influences and Characteristics				• Good and bad traits	• Influences of human relationships • Influences of social and physical environments (elective)	• Inherited and acquired traits (elective)
D. Responsibility to the World 1. Developing Relationships	• Family activities • Benefits of sharing • Respect for the privacy of others	• Honesty and trust • Consideration for others	• Making decisions • Accepting failure and discouragement	• Our actions affect others • Showing respect for others		• Game playing (elective)
2. Personal Accountability				• Responsibility for actions	• Consequences of our actions • Building authentic relationships	• Management of resources • Personal and social conscience
3. Problem Solving						• Decision-making skills
THEME 2	**RELATING TO OTHERS**					
A. Peers 1. Consideration for Others	• Similarities and differences in people • Respect for others • Good traits	• Personal behaviours	• Helping others			

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 2 (continued)			**RELATING TO OTHERS**			
2. Friendships		• For happiness	• Developing friendships	• Friendship • Need for friends • Courtesy in friendships • Siblings as friends • Making friends	• Developing skills for relationships • Disagreements	• Friendships with both sexes
3. Personal Interests and Abilities		• Strengths				
4. Importance of Self and Others		• Individual importance	• Others affect our self-image			
B. School 1. Working with Others	• Concern for classmates	• Strengths • Concentrating on strengths	• Building friendships	• Worth of others • Effect of class behaviour • Responsibility for one's own behaviour • Behavioural change • Pride in school • School accomplishments	• Supporting school peers	
2. Grown-ups			• Assist with problems		• Changing expectations	
THEME 3			**LIFE CAREERS**			
A. Self-understanding 1. Personal Interests and Abilities	• Interests of self and others • Different people have different abilities	• Strengths • Importance as an individual and group member	• People differ from each other • Positive attitudes	• Sharing time and talents	• Activities and interests	• Personal awareness
2. Relating to Others				• Respect for others		
B. Life Careers 1. The World of Work	• Types of occupations	• The role of the home, school and community • Provision of goods and services	• Concept of work	• Dependence on others • Striving for independence	• Cooperation among workers • Quality of work	• Occupations • Knowledge of occupations • Changing occupations • Why people work • Non-traditional roles
2. Occupations and Leisure Pursuits		• School contributions	• School preparation for employment • Communication skills	• Lifelong process		

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 3 (continued)			**LIFE CAREERS**			
3. Community, Home and School Trends				• Community, home and school trends	• Contributing factors to lifestyle • Lifestyles in the community	
C. Career Awareness, Planning and Preparation 1. Study Habits			• School habits			• School habits and the world of work
2. Preparing for the Next Grade	• Preparing for the next grade	• Preparing for the next grade	• Preparing for the next grade	• Preparing for the next grade	• Preparing for the next grade	• Preparing for the next grade
THEME 4			**BODY KNOWLEDGE AND CARE**			
A. Body Development 1. Body Growth		• Body cells • Growth stages • Growth rates vary	• Heredity—children differ • Children differ in growth • Nutrition and exercise (elective)	• Functions of body cells	• Variations of growth • Growth at puberty	• Stages of development
2. Body Senses	• The "five" senses	• Protecting the eyes and ears		• Sense of balance • The ears and eyes		
3. Parts of the Body (body systems)	• Skin • Two sets of teeth • Daily mouth care	• Body care and maintenance • Structure and functions of teeth • Losing teeth • Teeth, food products and plaque	• Daily dental care	• Major body organs • Digestive system • Urinary system • Lifetime dental care • Specialized dental care	• The cardio-respiratory system • Dental decay • Prevention of halitosis	• The skeletal system • The muscular system • The nervous system • The endocrine system
B. Nutrition 1. Identification of Nutritious Foods	• Identification of nutritious foods • Classification of foods • Appreciation of nutritious foods	• Nutritious foods • Classification of foods • Appreciation of nutritious foods • Daily requirements	• Nutritious and non-nutritious foods • Cultural dishes • Daily menus	• Nutritious foods • Classification of foods • Functions of foods	• Ingredients in foods	• Nutrients in foods • Factors influencing food choices • Selecting a balanced diet
2. Identification of Food Requirements			• Daily food requirements	• Actual daily requirements	• Using *Canada's Food Guide*	• Nutrient content
3. Identification of Quantities		• Identifies quantities of foods needed	• Daily menus	• Planning a balanced breakfast • Choosing foods	• Why we eat balanced meals • Energy out, energy in	

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 4 (continued)	BODY KNOWLEDGE AND CARE					
C. Growing Up Healthy (fitness, rest, weight, strength, posture and appearance) 1. Fitness	• Need for exercise	• Physical activity for fun and fitness	• Fun fitness activities	• Personal fitness attitude	• Cardiovascular fitness • Evaluating fitness	• Physical, social, emotional and mental benefits of fitness
2. Rest		• Rest is essential to health • Effects on energy and behaviour				
3. Weight, Strength and Posture	• Good posture			• Elements of good posture • Importance of good posture		• Gaining and losing weight
4. Appearance	• Cleanliness and personal well-being	• Bathing and showering	• How others view us	• Skin, hair, nails • Hair washing • Nail care • Effects of nutrition on appearance		
D. Diseases and Drugs 1. Prevention and Control	• Health habits	• Aids to getting well	• Personal health practices • The body fights germs	• Communicable and non-communicable diseases • Causes of diseases	• Body defenses • Basic health practices	• Ensuring cleanliness
2. Prescription and Non-prescription Drugs	• Medicine chest • Hazardous symbols		• When to use medicines and drugs • Refusing substances from strangers	• Drugs, effects and use • Types of drugs		• Taking drugs under supervision
3. Harmful Effects of Drugs			• Health hazards of smoking	• Why people use drugs • Effects and use of caffeine	• History of tobacco (elective) • Effects of tobacco • Smoking and sports • Reasons for smoking	• Reasons for taking drugs • Alternatives to drugs • Alcohol, effects and use • Effects of smoking
E. Safety and First Aid 1. Safety Practices (It is recommended that this sub-theme be taught at the beginning of the school year.)	• Pedestrian • Public transportation • Public play areas • Home and school safety • Bicycle safety	• Personal and family safety practices	• Safety in action • Community agencies	• Pedestrian safety • Safety procedures at home and school • Courtesy • Recreation safety • Bicycle safety	• Preventing accidents (elective)	• Home safety assessment

THEMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 4 (continued)	**BODY KNOWLEDGE AND CARE**					
2. First Aid	• Basic first aid practices	• First aid	• Treating burns	• Basic first aid and lifesaving	• First aid procedures	• Emergency care
3. Child Abuse Prevention (optional: local school board approval required)	• Feelings that come from touching • Inappropriate touching • Dealing with inappropriate touching • Sources of help	• Reinforcement of previous objectives	• Reinforcement of previous objectives • Physical neglect	• Reinforcement of previous objectives • Physical abuse	• Reinforcement of previous objectives • Emotional abuse	• Reinforcement of previous objectives • Legislation
F. Protecting People's Health 1. Health and Support Services (elective)	• Community safety personnel		• Role of dental helpers • Seeing the dentist	• Primary support systems	• Secondary support systems	• Reducing stress • Available assistance for alcohol problems
2. Consumer Health • advertising • purchasing					• Effects of advertising	• Purchasing health products
3. Pollution • immediate environment • community activities		• Classroom appearance		• Responsibility to protect and save • Clean playgrounds	• Importance of clean air and water • Conservation (elective)	• Environmental protection agencies
4. Community Activities		• Recreation facilities	• Becomes aware of community facilities			• Expanded awareness of community facilities
5. Social Costs						• How living habits relate to physical and mental health
THEME 5	**HUMAN SEXUALITY**					
A. Puberty 1. Puberty				• Growth and sexual maturity	• Puberty in females • Puberty in males • What is normal?	• Sexuality—a part of one's total being • Sexual maturation, nocturnal emissions • Other physical and emotional changes in puberty • The menstrual cycle • Vocabulary • Describing puberty
B. Reproduction 1. A New Life				• Fertilization and birth	• Reproductive system • Maturity for reproduction	• Vocabulary • Describing reproduction

GRADE 1

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. Finding Yourself

1. Self-worth:
   (a) Understands and accepts one's own importance as a person. (elective)

B. Feelings

1. Expressing Oneself:
   (a) Learns that all people have many kinds of feelings.

   (b) Becomes aware of the differences between reality and fantasy. (elective)

D. Responsibility to the World

1. Developing Relationships:
   (a) Recognizes one's membership in a family and the need to work and play together.

   (b) Learns the mutual benefits of sharing and interdependence.

   (c) Recognizes the need of others for privacy and independence.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. Peers

1. Consideration for Others:
   (a) Understands that there are similarities and differences in all people.

   (b) Recognizes that the rights and property of others need to be respected.

   (c) Recognizes the good traits in others.

B. School

1. Working with Others:
   (a) Develops a special awareness and concern for members of one's class.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding

1. Personal Interests and Abilities:
   (a) Recognizes personal interests and how we resemble or differ from others.

   (b) Develops an awareness that people have different abilities and that everyone makes a contribution to society.

B. Life Careers

1. The World of Work:
   (a) Recognizes that a number of occupations are required to maintain homes, schools and communities.

C. Career Awareness, Planning and Preparation

2. Preparing for the Next Grade:
   (a) Develops a greater awareness of expectations for Grade 2.

THEME 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

2. Body Senses:
   (a) Recognizes that the body has special abilities called senses.

3. Parts of the Body (body systems):
   (a) Understands the skin as a protective covering and sensory organ.

   (b) Understands the functions of teeth, gums, saliva, tongue and lips.

   (c) Understands that students have two sets of teeth during their life.

   (d) Recognizes that daily mouth care is important for dental health appearance.

   (e) Differentiates between less decay-producing foods and more decay-producing foods.

B. Nutrition

1. Identification of Nutritious Foods:
   (a) Recognizes and identifies nutritious foods.
   (b) Classifies foods into the four food groups.
   (c) Develops an appreciation for nutritious foods.

C. Growing Up Healthy

1. Fitness:
   (a) Understands the need for regular exercise to help the body grow and develop.
3. Weight, Strength and Posture:
   (a) Learns the importance of good posture.
4. Appearance:
   (a) Understands the relationship among cleanliness, physical health and personal well-being.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Learns that diseases can spread from person to person.
2. Prescription and Non-prescription Drugs:
   (a) Learns the significance of a medicine chest and its contents.
   (b) Learns the hazardous product symbols.

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Recognizes pedestrian rules and regulations.
   (b) Shows courtesy and caution when boarding, riding in and alighting from vehicles.
   (c) Becomes aware of recreational safety in the community.
   (d) Recognizes safety procedures for individual and family needs.
   (e) Becomes aware of practices for correct bicycle safety.
2. First Aid:
   (a) Has a basic understanding of first aid.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding that people have many kinds of feelings (see also Grade 1—Theme 1, B.1).
   (b) Demonstrates understanding that different kinds of touching can give people different feelings; e.g., good, bad, confused.
   (c) Appreciates the importance of trusting one's own feelings.
   (d) Recognizes the need for privacy and that it should be respected; e.g., when dressing, bathing (see also Grade 1—Theme 1, D.1).
   (e) Demonstrates understanding that the privacy of the private parts of the body should be respected (**elective**—local school board approval required. identifies the names of the private parts of the human body).
   (f) Recognizes situations where touching the private parts of the body is appropriate; e.g., cleanliness, medical reasons.
   (g) Recognizes situations where touching the private parts may cause unpleasant or confused feelings and may be wrong; e.g., touching of a child's private parts by an older person; a child being forced to look at or touch an older person's private parts.
   (h) Demonstrates understanding that children should not keep secrets about touching that give them bad or confused feelings.
   (i) Lists and demonstrates understanding of the "Four Safety Actions" that should be taken to deal with a potentially abusive situation:
      - say "no" very decisively
      - get away from the source of the abuse
      - tell someone you trust what is happening
      - keep telling about it until someone helps you.
   (j) Demonstrates understanding that the victim is not to blame in abuse situations.
   (k) Identifies people who could help in abuse situations (see also Grade 1—Theme 4, F.1).

(i) Demonstrates understanding of basic safety rules (see also Grade 1—Theme 4, E.1), and lists the three "Don't Go If It's No" questions* for avoiding potentially dangerous situations:

- Do I have a "yes" feeling?
- Will anyone know where I am?
- Can I get help if I need it?

★ Adapted from "Three Stranger Questions," *Feeling Yes, Feeling No* © 1985, National Film Board. Reprinted by special permission of National Film Board/Green Thumb Theatre.

F. Protecting People's Health (elective)

1. Health and Support Services:
   (a) Identifies and describes community personnel and agencies for safety.

GRADE 2

Theme 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. Finding Yourself

1. Self-worth:
   (a) Understands one's place and importance in the home and at school. (elective)

B. Feelings

1. Expressing Oneself:
   (a) Understands that feelings and emotions are expressed in words, actions and facial/body expressions.

   (b) Learns that we affect and are affected by the actions of others.

D. Responsibility to the World

1. Developing Relationships:
   (a) Appreciates that others depend on and trust us.

   (b) Practises consideration for others.

Theme 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. Peers

1. Consideration for Others:
   (a) Learns that one's behaviours can hurt other people.

2. Friendships:
   (a) Understands that friends are important to one's happiness.

3. Personal Interests and Abilities:
   (a) Develops an awareness of one's strengths to increase one's confidence.

4. Importance of Self and Others:
   (a) Demonstrates a basic understanding of one's importance as an individual and as a group member.

B. School

1. Working with Others:
   (a) Recognizes that everyone has strengths.

   (b) Understands that it is better to concentrate on a person's strengths.

Theme 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding

1. Personal Interests and Abilities:
   (a) Develops an awareness of one's strengths to increase one's self-confidence.

   (b) Demonstrates a basic understanding of one's importance as an individual and as a member of a group.

B. Life Careers

1. The World of Work:
   (a) Demonstrates familiarity with occupations related to maintaining a home and family, a school, and the community.

   (b) Observes that occupations exist to provide services and produce goods.

2. Occupations and Leisure Pursuits:
   (a) Recognizes that what is learned in school relates to maintaining a home and family, a school, and the community.

C. Career Awareness, Planning and Preparation

2. Preparing for the Next Grade:
   (a) Develops a greater awareness of expectations for Grade 3.

Theme 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

1. Body Growth:
   (a) Learns that the cell is the basic structural unit of life.
   (b) Learns that there are human growth stages, but each person grows in a unique way or pattern.
   (c) Recognizes that people grow physically at different rates.
2. Body Senses:
   (a) Learns the basic protection of the senses, especially sight and hearing.
3. Parts of the Body (body systems):
   (a) Develops helpful practices for the care and maintenance of all body systems.
   (b) Understands the structure and functions of teeth.
   (c) Understands the effects of the loss of primary teeth and damage caused by the loss of permanent teeth.
   (d) Recognizes that foods affect teeth.

B. Nutrition

1. Identification of Nutritious Food:
   (a) Recognizes and identifies nutritious foods.
   (b) Classifies foods into the four food groups.
   (c) Develops an appreciation for nutritious foods.
3. Identification of Quantities:
   (a) Identifies quantities of foods needed.

C. Growing Up Healthy

1. Fitness:
   (a) Physical activity for fun and fitness.
2. Rest:
   (a) Learns that rest and relaxation are essential for a healthy body and mind.
   (b) Identifies the differences in energy and behaviour when fully rested, compared to insufficient rest.
   (c) Learns that physical activity promotes fitness and enjoyment.
4. Appearance:
   (a) Bathes regularly for physical, emotional and social well-being.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Understands what to do when not feeling well.

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Identifies and describes personal and family safety practices.
2. First Aid:
   (a) Understands some basics of first aid.
3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in Grade 1.

F. Protecting People's Health

3. Pollution:
   Immediate Environment.
   (a) Develops basic understanding of personal responsibility for appearance of classroom.
   (b) Practises classroom cleanliness, recognizing its effect on one's physical and social well-being.
4. Community Activities:
   (a) Becomes aware of community recreational facilities.

GRADE 3

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. Finding Yourself

1. Self-worth:
   (a) Learns ways to develop strengths.
   (b) Learns to cope with difficult situations.

B. Feelings

2. Dealing with Feelings Positively:
   (a) Develops ability to deal with feelings in positive ways.
   (b) Develops ways to show positive feelings.

D. Responsibility to the World

1. Developing Relationships:
   (a) Learns that growing up involves making decisions and accepting consequences.
   (b) Learns to accept that growing up involves some failures and discouragements.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. Peers

1. Consideration for Others:
   (a) Discovers that helping others is rewarding.
2. Friendships:
   (a) Develops friendships with other boys and girls.
4. Importance of Self and Others:
   (a) Discovers ways other people affect our self-image.

B. School

1. Working with Others:
   (a) Recognizes school as a place to be with old friends, and as a place to make new friends.
2. Grown-ups:
   (a) Learns that grown-ups can help with personal relationships.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding

1. Personal Interests and Abilities:
   (a) Observes that people differ from one another in certain physical, intellectual and social characteristics.
   (b) Demonstrates positive attitudes toward oneself and others.

B. Life Careers

1. The World of Work:
   (a) Develops an understanding of the concept of "work" and identifies work roles at home and at school.
2. Occupations and Leisure Pursuits:
   (a) Recognizes that mastery of the basic skills will someday enhance their general employability.
   (b) Recognizes the need for effective communication skills.

C. Career Awareness, Planning and Preparation

1. Study Habits:
   (a) Recognizes that habits developed in school have employment implications.
2. Preparing for the Next Grade:
   (a) Develops a greater awareness of expectations for Grade 4.

THEME 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

1. Body Growth:
   (a) Understands that growth patterns are affected by heredity.
   (b) Recognizes that children grow at different rates.

(c) Becomes aware that nutrition and physical exercise affect body weight and strength. (elective)

3. Parts of the Body (body systems):
   (a) Recognizes that teeth are made to last a lifetime and that daily dental care is necessary to maintain healthy teeth and gums.

B. Nutrition

1. Identification of Nutritious Foods:
   (a) Identifies nutritious foods.

   (b) Develops an appreciation of foods from a variety of cultures.

2. Identification of Food Requirements:
   (a) Identifies food requirements.

3. Identification of Quantities:
   (a) Plans a daily menu.

C. Growing Up Healthy

1. Fitness:
   (a) Experiences and appreciates exercise as fun and practises it in the classroom, gymnasium and playground.

4. Appearance:
   (a) Understands that cleanliness is a factor in how others feel about us.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Learns that good health habits help us keep well.

   (b) Learns that our bodies fight disease.

2. Prescription and Non-prescription Drugs:
   (a) Learns that it is important to take drugs/medicines when needed and only under responsible supervision.

   (b) Learns to refuse to accept substances from strangers.

3. Harmful Effects of Drugs:
   (a) Becomes aware of the harmful effects of smoking.

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Identifies changes in the environment that affect safety.

   (b) Identifies and describes individual safety practices.

   (c) Identifies and describes individuals with special knowledge and skills influencing community safety.

2. First Aid:
   (a) Demonstrates how one treats burns.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.

   (b) Demonstrates understanding that families are responsible for meeting the basic physical needs of children and may do so in different ways.

   (c) Demonstrates awareness of the nature of physical neglect (failure to meet a child's basic physical needs, including failure to provide adequate nutrition, clothing, shelter, health care and protection from harm) and that the results can be harmful.

   (d) Identifies people who could help a child who is physically neglected.

F. Protecting People's Health

1. Health and Support Services (elective):
   (a) Understands the roles of the community dental helpers.

   (b) Understands the importance of regular dental visits.

4. Community Activities:
   (a) Becomes aware of community recreation facilities.

GRADE 4

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. Finding Yourself

1. Self-worth:
   (a) Learns that respect for oneself is essential.
   (b) Understands that self-concept is determined by external and internal forces.
   (c) Recognizes that self and others change in many ways.

B. Feelings

1. Expressing Oneself:
   (a) Recognizes that all feelings and emotions are normal and can be good.
   (b) Recognizes that feelings and emotions are shared by all but may be expressed differently.
   (c) Understands that a sense of responsibility for emotional expression must be developed.

C. Personality

1. Influences and Characteristics:
   (a) Learns the good and bad characteristics of personality.

D. Responsibility to the World

1. Developing Relationships:
   (a) Recognizes the effects of one's actions on others.
   (b) Respects the feelings, rights and property of others.
2. Personal Accountability:
   (a) Accepts responsibility for one's own actions.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. Peers

2. Friendships:
   (a) Understands what a good friend is.
   (b) Learns why everyone needs friends.
   (c) Learns the role of courtesy in friendships.
   (d) Recognizes that sisters and brothers can be friends.
   (e) Learns how to make and keep friends.

B. School

1. Working with Others:
   (a) Appreciates the needs of a new student.
   (b) Recognizes the effect of behaviour on a class.
   (c) Accepts responsibility for one's own behaviour.
   (d) Learns that behaviour can be changed.
   (e) Affirms the school as a good place to be.
   (f) Takes pride in school and its accomplishments.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding

1. Personal Interests and Abilities:
   (a) Recognizes the importance of sharing time and talents with others.
2. Relating to Others:
   (a) Appreciates and respects individual differences and the dignity and worth of every individual.

B. Life Careers

1. The World of Work:
   (a) Recognizes that people must depend on other individuals, businesses and communities for their basic needs.
   (b) Demonstrates a desire to work for personal satisfaction and independence.
2. Occupations and Leisure Pursuits:
   (a) Understands that career development is a lifelong process.
3. Community, Home and School Trends:
   (a) Develops interests and aptitudes by becoming involved in various school, home and community activities.

C. Career Awareness, Planning and Preparation

2. Preparing for the Next Grade:
   (a) Develops a greater awareness of expectations for Grade 5.

THEME 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

1. Body Growth:
   (a) Understands the cell as the building block for all living things, and recognizes the types and functions of cells.

2. Body Senses:
   (a) Recognizes that several body organs contribute to the sense of balance.

   (b) Learns the purpose and basic structure of the two main senses—the eyes and the ears.

3. Parts of the Body (body systems):
   (a) Recognizes that body organs are essential to life and body functions.

   (b) Understands the purposes, locations and structure of the digestive and urinary systems.

   (c) Recognizes that teeth should last a lifetime.

   (d) Understands that certain dental problems require specialized help.

B. Nutrition

1. Identification of Nutritious Foods:
   (a) Identifies nutritious foods.

   (b) Classifies foods into the four food groups.

   (c) Identifies functions of a variety of foods.

2. Identification of Food Requirements:
   (a) Identifies food requirements.

3. Identification of Quantities:
   (a) Plans a balanced breakfast and nutritious snacks.

   (b) Selects nutritious foods.

C. Growing Up Healthy

1. Fitness:
   (a) Learns that the relationship among nutrition, rest, exercise, adequate sleep and physical activity promotes a healthy lifestyle.

3. Weight, Strength and Posture:
   (a) Learns good posture techniques.

   (b) Learns the importance of good posture and its physical and social effects.

   (c) Becomes aware of some of the postural disorders and how these can be avoided.

4. Appearance:
   (a) Understands the structure and function of the skin, hair and nails.

   (b) Knows how to wash hair, and how often.

   (c) Practises proper techniques for cutting fingernails and toenails.

   (d) Understands the effect of nutrition on skin, hair and nails.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Understands that diseases can be communicable and non-communicable.

   (b) Understands what causes diseases.

2. Prescription and Non-prescription Drugs:
   (a) Is able to differentiate between prescription and non-prescription drugs.

   (b) Lists types of prescription and non-prescription drugs.

3. Harmful Effects of Drugs:
   (a) Understands the reasons why people use drugs for non-medical purposes.

   (b) Recognizes that commonly used beverages and foods contain caffeine and understands the effects of caffeine.

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Recognizes pedestrian rules and regulations.

(b) Recognizes safety procedures at home and in the school.

(c) Shows courtesy and caution when boarding and riding in vehicles.

(d) Is aware of recreation safety in the community.

(e) Is aware of correct bicycle safety practices.

2. First Aid:
   (a) Will demonstrate basic first aid and lifesaving techniques.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.

   (b) Demonstrates awareness that adults use different ways of disciplining children.

   (c) Demonstrates awareness of the nature of physical abuse (the intentional use of force on any part of a child's body that results in serious injury), and that physical abuse is wrong.

   (d) Identifies people who could help a child who is physically abused.

F. Protecting People's Health

1. Health and Support Services (elective):
   (a) Understands the reasons people need support systems.

   (b) Identifies some of the primary support systems available.

   (c) Identifies ways to use primary support systems.

3. Pollution:
   (a) Recognizes that one must interact and relate to the total environment for one's own protection. (elective)

   (b) Accepts responsibility for saving energy and reducing waste.

   (c) Accepts responsibility for the disposing of wastes in appropriate receptacles.

   (d) Understands why playgrounds should be kept clean, and develops attitudes for keeping school grounds clean.

THEME 5: Human Sexuality

Sub-themes: A. Puberty; B. Reproduction

Instructional Objectives

A. Puberty

1. Puberty:
   (a) Understands the meaning of puberty.

   (b) Becomes familiar with the changes that take place from childhood to adulthood.

   (c) Learns that puberty brings body changes, including secondary sex characteristics.

   (d) Understands that males and females develop at different rates, and there are wide variations within each sex.

B. Reproduction

1. A New Life:
   (a) Understands the basic functions of reproduction.

GRADE 5

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. Finding Yourself

1. Self-worth:
   - (a) Recognizes the effects of "put-ups" and "put-downs" on self and others.
   - (b) Applies methods to improve strengths and weaknesses.

B. Feelings

1. Expressing Oneself:
   - (a) Understands the need for both males and females to be able to express their feelings and emotions.
   - (b) Is aware of feelings, and is able to express them.

C. Personality

1. Influences and Characteristics:
   - (a) Recognizes that personality is developed and influenced by most human relationships.
   - (b) Appreciates that the social and physical environment influences feelings and attitudes. (elective)

D. Responsibility to the World

2. Personal Accountability:
   - (a) Learns the positive and negative aspects of the consequences of one's actions.
   - (b) Demonstrates honesty and reliability in a variety of situations.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. Peers

2. Friendships:
   - (a) Develops skills that promote open, authentic relationships with others.
   - (b) Recognizes that friends do not always have to agree with one another but can still remain friends.

B. School

1. Working with Others:
   - (a) Accepts the differences in abilities of school peers, and recognizes classmates as a supportive group.

2. Grown-ups:
   - (a) Becomes aware of the changing expectations of teachers and other adults.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding

1. Personal Interests and Abilities:
   - (a) Develops a greater awareness of how one's activities and interests relate to occupations.

B. Life Careers

1. The World of Work:
   - (a) Understands that cooperation among workers is important.
   - (b) Demonstrates concern for the quality of one's work in and out of school, and recognizes that employer and employee, or teacher and student, have a responsibility to each other.

3. Community, Home and School Trends:
   - (a) Recognizes that various factors determine one's way of living.
   - (b) Observes the ways of living of various people in the community, and beyond.

C. Career Awareness, Planning and Preparation

2. Preparing for the Next Grade:
   - (a) Develops a greater awareness of expectations for Grade 6.

Theme 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

1. Body Growth:
   (a) Understands that the rate of growth and development during early adolescence results in wide variations between individuals of the same and opposite sex.

   (b) Understands that growth at puberty occurs in spurts.

3. Parts of the Body (body systems):
   (a) Learns the structure and functions of the cardio-respiratory system.

   (b) Understands the role of plaque in dental decay and periodontal disease.

   (c) Learns the main causes and prevention of halitosis.

B. Nutrition

1. Identification of Nutritious Foods:
   (a) Identifies nutritious foods.

2. Identification of Food Requirements:
   (a) Identifies food requirements.

3. Identification of Quantities:
   (a) Plans a balanced meal.

   (b) Chooses food wisely.

C. Growing Up Healthy

1. Fitness:
   (a) Understands how strength, flexibility, agility and endurance develop through regular exercise to promote cardiovascular fitness.

   (b) Learns to evaluate one's level of fitness by a pre-test or post-test.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Recognizes that there are internal and external defences against disease.

   (b) Protects one's body from diseases by giving attention to proper rest, cleanliness, vaccines and appropriate clothing.

3. Harmful Effects of Drugs:
   (a) Investigates the history of tobacco. (elective)

   (b) Describes the immediate and long-term effects of tobacco.

   (c) Understands the effects of smoking on one's endurance in sports.

   (d) Recognizes some of the reasons why people begin to smoke. (elective)

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Is able to identify safety practices and appropriate attitudes in common accident situations. (elective)

2. First Aid:
   (a) Develops knowledge of basic first aid procedures.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.

   (b) Demonstrates awareness that basic emotional needs are met in different ways.

   (c) Demonstrates awareness of the nature of emotional abuse (repeated behaviour that severely damages a child's emotional development and sense of self-worth),* and that emotional abuse is wrong.

   (d) Identifies people who could help a child who is emotionally abused.

★ Emotional abuse is a very subtle area, even for adults. It is difficult for emotionally abused children to perceive themselves as victims of this kind of abuse. The focus of this section is to promote general awareness of the importance of emotional nurturing, and the damage that can occur when emotional needs are repeatedly denied.

F. Protecting People's Health

1. Health and Support Services (elective):
   (a) Identifies some of the secondary support systems available in the community.

2. Consumer Health—Advertising:
   (a) Recognizes the prevalence of advertisements aimed at children in relation to foods and life style products.

3. Pollution:
   (a) Understands that clean air and water are important to one's health.

   (b) Recognizes that the conservation of air and water depends upon many concerned people. (elective)

THEME 5: Human Sexuality

Sub-themes: A. Puberty; B. Reproduction

Instructional Objectives

A. Puberty

1. Puberty:
   (a) Understands that the menstrual cycle is a natural, integral part of human reproduction and marks the onset of puberty in females.

   (b) Understands that puberty in males is marked by the production and release of sperm cells from the body.

   (c) Accepts one's own stage and level of development as normal.

B. Reproduction

1. A New Life:
   (a) Develops a basic knowledge of how reproduction occurs and life begins.

   (b) Appreciates the differences between physical and social emotional readiness in reproduction.

GRADE 6

THEME 1: Self-awareness and Acceptance

Sub-themes: A. Finding Yourself; B. Feelings; C. Personality; D. Responsibility to the World

Instructional Objectives

A. Finding Yourself

1. Self-worth:
   (a) Understands the importance of setting short- and long-term goals for oneself.

   (b) Learns to recognize basic values.

C. Personality

1. Influences and Characteristics:
   (a) Learns the basic differences between inherited and acquired characteristics. (elective)

D. Responsibility to the World

1. Developing Relationships:
   (a) Learns to recognize and deal with "game playing". (elective)

2. Personal Accountability:
   (a) Accepts responsibility for managing personal and financial resources.

   (b) Learns the meaning of personal and social conscience.

3. Problem Solving:
   (a) Learns problem-solving and decision-making skills.

THEME 2: Relating to Others

Sub-themes: A. Peers; B. School

Instructional Objectives

A. Peers

2. Friendships:
   (a) Develops friendships with both sexes.

THEME 3: Life Careers

Sub-themes: A. Self-understanding; B. Life Careers; C. Career Awareness, Planning and Preparation

Instructional Objectives

A. Self-understanding

1. Personal Interests and Abilities:
   (a) Develops a greater awareness of oneself as an individual, and how one relates to others in society.

B. Life Careers

1. The World of Work:
   (a) Recognizes that occupations can be classified in various ways.
   (b) Examines a variety of occupations related to one's interests and abilities.
   (c) Recognizes the reasons why individuals change occupations.
   (d) Appreciates that work is an activity that gives meaning to one's life.
   (e) Becomes aware that there is an increasing number of men and women in non-traditional roles.

C. Career Awareness, Planning and Preparation

1. Study Habits:
   (a) Appreciates that attitudes and habits developed in school will be useful in the world of work.
2. Preparing for the Next Grade:
   (a) Develops a greater awareness of expectations for Grade 7.

THEME 4: Body Knowledge and Care

Sub-themes: A. Body Development; B. Nutrition; C. Growing Up Healthy; D. Diseases and Drugs; E. Safety and First Aid; F. Protecting People's Health

Instructional Objectives

A. Body Development

1. Body Growth:
   (a) Understands the stages of human development.
3. Parts of the Body (body systems):
   (a) Learns the structure and functions of the skeletal system.
   (b) Learns the structure and functions of the muscular system.
   (c) Learns about some health problems and injury prevention techniques related to the skeletal and muscular systems.
   (d) Learns the purpose, structure and function of the nervous system.
   (e) Learns about some health problems related to the nervous system.
   (f) Learns the structure and function of the endocrine system.

B. Nutrition

1. Identification of Nutritious Foods:
   (a) Identifies nutritious foods.
   (b) Considers the factors that influence food choices.
   (c) Chooses from food alternatives.
2. Identification of Food Requirements:
   (a) Analyzes the nutrient content of combination foods.

C. Growing Up Healthy

1. Fitness:
   (a) Lists several physical, social, emotional and mental benefits of a fit person as opposed to an unfit person.
3. Weight, Strength and Posture:
   (a) Learns the causes of obesity and how to gain or lose weight in a healthful manner.

D. Diseases and Drugs

1. Prevention and Control:
   (a) Describes several diseases that may occur when poor cleanliness exists.
2. Prescription and Non-prescription Drugs:
   (a) Learns the importance of taking drugs only as prescribed under responsible supervision.

3. Harmful Effects of Drugs:
   (a) Examines why students start using drugs such as alcohol, nicotine and caffeine.

   (b) Determines what alternatives to drug use are available.

   (c) Investigates the use of alcohol and its effects, its potential for abuse, and community problems that occur as a result of alcohol misuse and abuse.

   (d) Recognizes the effects of lifestyle choices on the development of diseases and general health.

E. Safety and First Aid

1. Safety Practices:
   (It is recommended that this sub-theme be taught at the beginning of the school year.)
   (a) Assesses the home for safety hazards and formulates a plan (with parents) for reducing identified hazards.

2. First Aid:
   (a) Develops knowledge of basic emergency procedures.

3. Child Abuse Prevention (optional—local school board approval required):
   (It is recommended that this sub-theme be taught during the second half of the school year.)
   (a) Demonstrates understanding of child abuse prevention objectives taught in previous grades.

   (b) Demonstrates awareness of the legislation relating to child abuse embodied in the *Child Welfare Act*.

   (c) Demonstrates awareness of what happens when abuse is reported.

F. Protecting People's Health

1. Health and Support Services (elective):
   (a) Examines methods and resources for reducing stress associated with health-related concerns; e.g., family break-up, death, today's living problems.

   (b) Becomes aware of agencies that assist families with alcohol problems.

2. Consumer Health—Purchasing:
   (a) Appreciates that the worth and cost of health products should be considered before purchase or use.

3. Pollution:
   (a) Recognizes that many organizations are necessary to maintain or enhance sanitary conditions.

4. Community Activities:
   (a) Becomes more aware of community recreational facilities and is encouraged to use them.

5. Social Costs:
   (a) Learns the social costs of diseases associated with smoking, alcohol and drug use and abuse.

THEME 5: Human Sexuality

Sub-themes: A. Puberty; B. Reproduction

Instructional Objectives

A. Puberty

1. Puberty:
   (a) Accepts that one's sexuality is a part of one's healthy body image.

   (b) Develops an awareness of new responsibilities faced as a result of sexual maturation.

   (c) Understands how sperm cells are produced and released from the body through nocturnal emissions.

   (d) Understands that the menstrual cycle is a natural, integral part of human reproduction.

   (e) Understands that there are emotional and physical changes that accompany puberty.

   (f) Develops an acceptable scientific vocabulary useful in describing puberty.

B. Reproduction

1. A New Life:
   (a) Develops an acceptable vocabulary useful in describing reproduction.

D. BASIC LEARNING RESOURCES

All That I Can Be.

A set of drama-based lessons that include six audiotapes and a teacher's guide for each of Grades 1 to 6. The program is designed to support the majority of the life careers objectives. [Available from ACCESS NETWORK]

Richmond, Julius B. *You and Your Health, Home, School and Community.* Glenview, IL: Scott, Foresman and Company, 1977. [Textbooks for Grades 1 to 6]

Walker, David. *The Healthful Living Program.* Toronto, ON: Doubleday Canada Limited, 1982. [Textbooks for Grades 1 to 6]

LANGUAGE LEARNING

CONTENTS

Language Arts
Français
French Language Arts
French as a Second Language
Ukrainian Language Arts

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Blackfoot Language and Culture Program
Cree Language and Culture Program

LANGUAGE ARTS

The Language Arts component of the *Program of Studies: Elementary Schools* is under revision. The revised material will be forwarded as an amendment to the *Program of Studies: Elementary Schools* when the revisions are completed and approved.

FRANÇAIS

A. PROGRAM RATIONALE AND PHILOSOPHY

This French language course is intended specifically for francophone students receiving instruction in French according to section 5 of the *School Act* and section 23 of the *Canadian Charter of Rights and Freedoms*.

The course has a double focus: the development of a functional use of the French language in personal, social and academic settings, as well as the acquisition of a language as an effective means to develop and enhance one's identity and pride as a Francophone living in Alberta. Reading, writing, speaking and listening are developed at every grade level to enhance progressively the students' ability to communicate effectively in the French language. The study of grammar and vocabulary acquisition are pursued to ensure clear and appropriate communication.

Specific curricular information is contained in the following document prepared by the Language Services Branch of Alberta Education: *Le français à l'élémentaire – Langue maternelle.*

FRENCH LANGUAGE ARTS

A. PROGRAM RATIONALE AND PHILOSOPHY

This French language course is intended specifically for students registered in French immersion programs.

This course aims to develop a functional use of the French language in both social and academic settings. As in any language program, basic language skills are developed at every grade level to enhance progressively the students' ability to communicate effectively in the French language. The study of grammar and vocabulary acquisition are pursued to ensure clear and appropriate communication.

Specific curricular information is contained in the following document prepared by the Language Services Branch of Alberta Education: *Le français à l'élémentaire – Immersion.*

FRENCH AS A SECOND LANGUAGE

A. PROGRAM RATIONALE AND PHILOSOPHY

French has been taught in Alberta since the province came into being. Experience and evaluation of existing programs indicate the need for more suitable guidelines for teachers and administrators.

French and English, the two official languages of Canada, have influenced and continue to influence the Western world. All students should be given the opportunity and encouraged to acquire French as an additional language. To learn French is to gain an awareness and an understanding of culture by noting the similarities and differences between French- and English-speaking peoples. It is expected this knowledge will lead to greater open-mindedness, flexibility and readiness to understand and accept others.

Languages, as communication tools, enable individuals who live in a multicultural society such as ours, to communicate more effectively in a variety of situations related to work and leisure. The application of language skills extends the range of an individual's human relationships, resulting in a strong sense of personal achievement and satisfaction.

In language learning, the learner develops the ability to listen for meaningful sounds, to understand different elements of a sentence, and to analyze a message for meaning. Analyzing messages, reconstructing utterances, and applying acquired knowledge to new situations enhance the development of problem-solving skills. By using the spoken language, one gains a clearer perception of how a language functions, of what must be said in order to communicate.

Through reading and writing in French, one becomes more aware of the shared conceptual basis of French and English. As a result of their commonalities and parallel development, the two languages complement each other. They share a large portion of their vocabularies and use a similar organization of linguistic elements to express experiences.

With widespread mobility and growing global interdependence, knowledge of more than one language is becoming increasingly valuable. In many occupations, knowledge of more than one language is important. Although knowledge of French may not be the primary qualification demanded by an employer, it may well be the deciding factor in obtaining employment in a world where the job market is becoming more competitive.

It is the purpose of this document to outline a curriculum that will help Alberta's students to develop the minimum basic skills necessary to communicate with others who use French, the better to prepare them to take their place in our national and international communities.

B. GENERAL LEARNER EXPECTATIONS

General learner expectations designate the broad, long-range and significant outcomes desired from a program.

Although the following general learner expectations may be given varying emphases, they are identified as those appropriate to learning French and are intended to enable the student:

1. To acquire basic communication skills in French by:

   1.1 developing the receptive skills of listening and reading, including, in the case of the former, an understanding of intonation, gestures and visual clues that help to convey the message

   1.2 developing the productive skills of speaking and writing, including, in the case of the former, the appropriate intonation, gestures and visual clues that help to convey the message.

2. To develop cultural sensitivity and enhance personal development by:

   2.1 developing a greater awareness and appreciation of various cultural values and lifestyles

   2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture

   2.3 becoming more aware of one's own cultural heritage through learning French

   2.4 becoming aware of, and appreciating, through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization

   2.5 broadening one's perspectives to include the national and international scenes through active participation in a language spoken by many Canadians.

3. To develop originality and creativity in language by:

   3.1 enabling students to apply their skills to new and meaningful situations

   3.2 enabling the student to express personal ideas and feelings

   3.3 enabling the student to discover a new personality dimension.

4. To acquire additional concepts and generalizations about language and language learning by:

   4.1 recognizing the basic structural similarities and differences between French and English

   4.2 acquiring some knowledge of the structure and function of language

   4.3 developing an awareness of regional, social and functional variations of spoken and written language

   4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

5. To develop a desire to extend or improve one's proficiency in languages through further language study, whether for interest, post-secondary requirements or vocational needs.

C. SPECIFIC LEARNER EXPECTATIONS

LINGUISTIC COMPONENT

The objectives and content are selected on the basis of the following categories of language use:

1. social conventions
2. identification of persons, animals or objects
3. expressing actions
4. expressing possession
5. expressing time
6. expressing location
7. expressing emotion
8. expressing manner and means
9. expressing desire and permission
10. expressing cause and effect.

Specific skills, objectives and content for each grade level are outlined on pages 9 to 47 of the curriculum guide[1] and are part of the core or mandatory content.

CULTURAL COMPONENT

The following cultural themes are part of the core content to be developed in Grades 4, 5 and 6:

1. convention
2. role of the family in society
3. role of education in society
4. role of government in society
5. influence of geography, climate and natural resources on the economic and cultural development of the country
6. role of the arts and sciences and their impact on world cultures.

In Grades 4 to 6, the study of the culture of French-speaking Canadians forms part of the core content.

To summarize, the core or mandatory components consist of:

1. the minimum expectations for skill development and cultural understanding
2. the content specified in the categories of language use
3. the skills and concepts identified in the performance statements
4. the major cultural themes.

The elective components consist of:

1. suggested vocabulary
2. suggested topics for each major cultural theme.

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1. *Nine-Year French Program, Curriculum Guide*, Alberta Education, 1980.

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

Grades 4, 5 and 6

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

Listening Comprehension

By the end of Grade 6, the student will be able to:

1. distinguish phonetic differences within the French sound system
2. distinguish French intonation and stress patterns
3. demonstrate understanding of familiar questions, statements and instructions that incorporate the basic elements of the program
4. demonstrate understanding of new combinations of structures and vocabulary of the program
5. understand a variety of speakers in structured situations.

Speaking

By the end of Grade 6, the student will be able to:

1. produce accurately, French sounds, intonation, rhythm, stress patterns, elision and liaison
2. respond orally to cues that require the use of basic linguistic elements of the program
3. produce a sentence by recombining known elements
4. describe a familiar situation with the linguistic elements of the program
5. relate a sequence of actions
6. ask for information, using familiar vocabulary.

Reading

Grade 4

The student will be able to:

1. recognize familiar vocabulary and global expressions in printed form.

Grade 5

The student will be able to:

1. read silently, with comprehension, familiar material learned orally
2. read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation.

Grade 6

The student will be able to:

1. read silently, with comprehension, recombinations and rearrangements of familiar material.

Writing

Grade 4

The student will be able to:

1. copy familiar nouns with the definite and indefinite articles
2. copy familiar vocabulary and global expressions.

Grade 5

The student will be able to:

1. make simple substitutions from known vocabulary, within a familiar structure.

Grade 6

The student will be able to:

1. recombine familiar vocabulary and structures in sequences of sentences

2. write variations of known skits, dialogues and familiar narrative passages.

Cultural Understanding

By the end of Grade 6, the student will be able to:

1. supply factual information that has been learned about familiar cultural concepts

2. recognize the significance of simple gestures, facial expressions, intonation and stress used by a speaker to convey his or her intents, feelings or emotions

3. recognize the cultural connotations of familiar vocabulary and expressions; e.g., tu/vous, bonjour/salut

4. describe differences and similarities between French cultures and one's own

5. use common conventionalities; e.g., greetings, gestures.

D. BASIC LEARNING RESOURCES

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*Massey, D. Anthony, Catherine Bick and Denise Scuccato. *Répondez s'il vous plait* (RSVP). Levels 1–3. Toronto: Copp Clark Publishing, 1975–77.

McConnell, Robert G. and Rosemarie Giroux Collins. *Vive le français! Horizons 1*. Don Mills, ON: Addison-Wesley Publishers, 1983.

McConnell, Robert G., Ann Yarborough Golinsky and Wendy Campbell. *Vive le français! Promenades 1 & 2*. Don Mills, ON: Addison-Wesley Publishers, 1981.

*Nemni, Monique and Doris Kerr. *Bonjour Canada!* Ensembles 1–3; *Explorations 1*. Scarborough, Ontario: Prentice-Hall of Canada, 1979.

Nemni, Monique, Scott Merrick and Paula Preston. *Bienvenue*. Levels 1 and 2. Scarborough, ON: Prentice-Hall of Canada, 1988.

*This resource has been delisted and will be phased out by June 1991.

UKRAINIAN LANGUAGE ARTS

A. PROGRAM RATIONALE AND PHILOSOPHY

Alberta Education's *Language Education Policy for Alberta* (1988) recognizes that language is the primary form of human communication. The policy states:

> Language is essential to the intellectual development and socialization of children and basic to all learning. Language contributes to personal growth and cultural enrichment. It represents a major means of interpreting reality and expressing the unique experiences of individuals and of different cultural groups. In addition to serving as a source of individual, group and cultural identity, language is the major medium for transmitting knowledge and past achievements and ensuring contact between generations. Languages share many universal features which make all humans similar to each other and distinct from other living things. Skilled and proficient use of language also contributes to economic and social success.

This policy states that the Government of Alberta respects the multicultural nature of the province and acknowledges the wishes of parents who belong to a variety of cultural groups. Therefore, Alberta Education provides opportunities for students to learn a variety of languages. The Ukrainian bilingual program provides one such opportunity.

The Ukrainian bilingual program serves the educational needs of native speakers of Ukrainian and the needs of students who speak other languages and wish to learn Ukrainian.

For Ukrainian-speaking children, either born in Canada or abroad, the bilingual program is a means of developing and maintaining their sense of self-worth and strengthening their psychological ties and emotional bonds with their families and their community. The program facilitates their transition from home to the school, especially in the early years.

For children who do not speak Ukrainian, whether they are of Ukrainian background or not, the program provides opportunities for personal development and possibly the economic advantages that language learning can provide. As well, students in bilingual programs receive subtle metalinguistic, academic and intellectual benefits.

Following the government's policy statement in *Secondary Education in Alberta* (1985) a review was begun of the Ukrainian Language Arts Program for Grades 1 through 12. The purposes of this review included ensuring that the developmental needs of students are being addressed and that there is continuity in the program from elementary school through junior and senior high school. At that time, Alberta Education also noted the need for a basic learning resource to complement the program and make its implementation feasible.

The result of that review and follow-up work is this revised, updated and articulated Ukrainian Language Arts Program of Studies (ECS–Grade 12) and accompanying basic learning resources. The program and resources were developed by Alberta Education. The resources are being published by the Ukrainian community.

PRINCIPLES

The fundamental principles that follow relate to the nature of language, child development and the process of language learning, and provide the theoretical framework for the Ukrainian Language Arts Program.

- The acquisition and development of Ukrainian language arts skills broaden students' views, add new dimensions and flexibility to thinking through exposure to a new cultural experience and value system, and provide a new perception of the world as well as an understanding of multiculturalism in Canada.
- Language is used to explore ideas and experiences, to construct meaning and to communicate our understandings.
- A balanced language arts program promotes students' all-round development (cognitive, affective, psychomotor) and assists them in coping with developmental changes by providing opportunities for social, emotional, moral, intellectual and creative growth.
- A successful Ukrainian Language Arts Program harmoniously reflects the culture of the Ukrainian community, as language and culture are closely interconnected.
- In language use, viewing, listening, speaking, reading and writing are interrelated.
- Students need to acquire the ability to vary their Ukrainian language appropriately when dealing with different people in different situations for different purposes and to gain confidence in using Ukrainian in a range of functions and contexts.
- Experience and language are closely interwoven in all learning situations.
- Language expansion, especially oral language development, occurs primarily through active involvement in meaningful situations. The development of language skills, which is tied to the development of cognitive/thinking processes, is facilitated through contextual support and teacher mediation.
- Reading is an interaction between the reader (with his or her experiences, expectations and personal views) and the text. Students' experiences with reading and literature facilitate language acquisition, lead to personal growth and foster a greater appreciation of culture and cultural differences among community members.
- Students' personal responses to what they have read help them relate the context to their own experience and cause them to reflect upon what the selection means to them, in whole or in part.
- Through writing, as through speaking, students can develop, express and share thought, emotion and experience. Through personal writing, the child clarifies his or her own values, and shares them and compares them with those of others. Through personal writing, students further develop thoughts, emotions and experiences obtained through viewing, listening, speaking and reading, and become sensitive to different purposes and audiences in communicating.
- The use of technology in the classroom in practical, purposeful language-learning situations fosters language development and language use.
- Evaluation is an ongoing part of instruction.
- Although the surface aspects of different languages (such as pronunciation and fluency) are clearly separate, there is an underlying cognitive/academic proficiency that is common across languages. This common underlying proficiency makes possible the transfer of cognitive/academic or literacy-related skills across languages. Thus, first and second language skills are interdependent; that is, when skills are developed in one language, they will transfer to another.

B. GENERAL LEARNER EXPECTATIONS

The general learner expectations describe, in broad terms, what knowledge, skills and attitudes students should be able to demonstrate as a result of their learning experiences in Ukrainian language arts.

The expectations for this program are:

1. Students will have the ability and desire to read, listen and view for a variety of purposes.

2. Students will express thoughts and feelings for a variety of purposes and in a variety of situations.

3. Students will respond to literature and other art forms.

4. Students will appreciate and participate in Ukrainian culture.

5. Students will use the language as a medium for cognitive, affective and social learning.

6. Students will have the knowledge of the language and the skills necessary to interpret and express ideas.

C. SPECIFIC LEARNER EXPECTATIONS

The specific learner expectations (see charts that follow) expand on the general learner expectations. They are explicit statements about what students are expected to achieve. The twenty-four specific expectations identified, with variations for Grades 3, 6, 9 and 12 levels, serve as benchmarks to indicate stages in students' development of their language and cultural proficiency.

To demonstrate growth in proficiency at various grade levels, the expectations are formulated in the context of expanding knowledge, skills and attitudes. The specific expectations show movement from the concrete to the abstract, from controlled activity to spontaneous expression, from teacher direction to self-direction and self-monitoring, from focus on the self to one's peers and society at large.

REQUIRED/ELECTIVE COMPONENTS

The instructional time for the secondary portion of the Ukrainian Language Arts Program, Grades 7 to 12, is allocated as follows:

- 80% required component
- 20% elective component.

The **required component** of Ukrainian language arts consists of all expectations of the program. All expectations are mandatory for all students.

The **elective component** permits the teacher to:

- remediate or reinforce concepts, skills and attitudes in the required component
- extend or enrich the program by introducing additional concepts, skills and attitudes appropriate to students' interests and their proficiency in Ukrainian language and culture
- effectively individualize instruction to meet the needs of native speakers of Ukrainian and students who are learning Ukrainian as a second language.

LEARNER EXPECTATIONS — UKRAINIAN LANGUAGE ARTS (ECS - GRADE 12)

Ukrainian Language Arts General Learner Expectation 1: Students will have the ability and desire to read, listen and view for a variety of purposes.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	Students are expected to:	Students are expected to:	Students are expected to:	Students are expected to:
1.1	• obtain information from others and from simple reference materials	• obtain specific information from teacher-selected sources	• obtain information from a variety of authentic sources in structured situations	• independently obtain information from a variety of authentic sources
1.2	• recognize in familiar situations their own opinions and feelings and those of others	• recognize how one expresses personal feelings, ideas and opinions	• recognize ideas, opinions and feelings about social issues that are relevant to them	• understand ideas, opinions and feelings related to current issues
1.3	• recognize persuasive words and phrases in familiar language	• recognize persuasive messages in language	• recognize the effectiveness of a message containing persuasive elements	• understand obvious and subtle persuasive elements in language
1.4	• follow a short series of oral or written directions or simple procedures	• follow a series of oral or written directions, or a procedure	• understand written, oral and visual instructions to carry out a complex task, with teacher or peer assistance	• independently use written instructions and instructional diagrams in following a procedure
1.5	• enjoy the creative elements of language.	• recognize and enjoy creative or imaginative elements of language.	• understand how imaginative techniques contribute to effective expression.	• use imaginative techniques that contribute to effective expression.

Ukrainian Language Arts General Learner Expectation 2: Students will express thoughts and feelings for a variety of purposes and in a variety of situations.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	Students are expected to:	Students are expected to:	Students are expected to:	Students are expected to:
2.1	• present information of personal interest in the classroom	• effectively organize and present information of interest to their peers	• convey information on personal and societal topics in structured situations	• effectively organize and present to various audiences information of general interest
2.2	• share personal opinions, ideas and feelings	• share feelings; share and support ideas and opinions	• reflect upon and share ideas, opinions and feelings about personal and social issues	• share ideas, feelings and opinions, using appropriate form and tone
2.3	• elicit help or co-operation from others to fulfill personal needs	• use persuasive elements in language	• use persuasive elements to suit intent	• determine issues of relevance to their peers and others and present them, using appropriate persuasive techniques
2.4	• present simple oral directions and procedures	• present directions and procedures orally and in writing	• communicate concise instructions in concrete, structured activities	• independently write or orally present a course of action of relevance to their peers or others
2.5	• use language creatively in structured situations.	• use teacher-identified techniques to enhance expression.	• use selected imaginative techniques to contribute to effective expression.	• use a variety of techniques to enhance expression.

Ukrainian Language Arts General Learner Expectation 3: Students will respond to literature and other art forms.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	Students are expected to:	Students are expected to:	Students are expected to:	Students are expected to:
3.1	• respond personally to literature of interest to children	• respond personally to a variety of literary forms	• interpret personally and begin to analyze works of art and literature	• respond critically to a variety of literary forms
3.2	• use literature and other art forms to reflect creatively upon personal experience	• use literature and other art forms to reflect creatively upon experiences of general interest	• use literature and other art forms to reflect creatively upon issues and experiences of relevance to themselves and their peers	• use literature and other art forms to reflect upon issues of universal interest
3.3	• recognize the presence of Ukrainian literature and arts in their immediate environment	• recognize the presence of Ukrainian literature and arts in Canada	• recognize the literary and artistic forms that are characteristic of Ukrainian culture	• recognize the contribution of Ukrainian culture to world literature and the arts
3.4	• know names of some Ukrainian writers and artists.	• know basic facts about some important Ukrainian writers and artists.	• recognize that there is a relationship between the lives and times of authors or artists and their works.	• recognize the characteristic styles of writers or artists.

Ukrainian Language Arts General Learner Expectation 4: Students will appreciate and participate in Ukrainian culture.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	Students are expected to:	Students are expected to:	Students are expected to:	Students are expected to:
4.1	• recognize and be sensitive to characteristic cultural features	• recognize and be sensitive to differences or similarities in cultures	• identify similarities and differences in world view of Ukrainians and other cultural groups	• understand the impact of cultural characteristics on society
4.2	• recognize the elements of the lifestyle of Ukrainians in their immediate environment and personal experience	• recognize the contribution of the lifestyle of Ukrainians to the wider community	• recognize the contribution of Ukrainian culture to Canadian and Western civilization	• recognize that cultural diversity is characteristic of all societies
4.3	• exhibit culturally appropriate behaviour in structured situations.	• independently exhibit culturally appropriate behaviour in familiar situations.	• know about behaviours appropriate to Ukrainian culture and be able to apply this knowledge beyond the classroom.	• be able to function and contribute to the life of the cultural community in the Canadian multicultural context.

Ukrainian Language Arts General Learner Expectation 5: Students will use the language as a medium for cognitive, affective and social learning.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	Students are expected to:	Students are expected to:	Students are expected to:	Students are expected to:
5.1	• acquire concepts and develop learning strategies in subjects taught in Ukrainian in structured situations	• practise a variety of learning strategies to acquire concepts in structured situations	• recognize strategies that they apply to learning	• consciously choose and use strategies appropriate to the learning situation
5.2	• demonstrate confidence by using the Ukrainian language in structured situations	• demonstrate confidence by willingly interacting in the Ukrainian language with peers and teachers	• demonstrate confidence by using the Ukrainian language at school and in the local community	• demonstrate confidence by taking advantage of opportunities to use the Ukrainian language
5.3	• be aware of the benefits of a bilingual education.	• demonstrate pride in the uniqueness of their bilingual educational experience.	• demonstrate a personal understanding of the lifelong value of a bilingual and multicultural education.	• apply the knowledge and skills gained through bilingual education.

Ukrainian Language Arts General Learner Expectation 6: Students will have the knowledge of the language and the skills necessary to interpret and express ideas.

Expectation Group	Grade 3	Grade 6	Grade 9	Grade 12
	Students are expected to:	Students are expected to:	Students are expected to:	Students are expected to:
6.1	• express thoughts orally and in writing, using accurate, simple sentences	• express accurately thoughts of personal interest, orally or in writing, using simple and complex sentences	• use several connected sentences to produce accurately a cohesive discourse	• formulate thoughts in extended discourse using a variety of connective devices
6.2	• use correct word forms and word order to formulate simple messages of personal interest in structured situations	• with teacher guidance, use correct word forms and word order to formulate messages of personal interest	• monitor effectively, with teacher and peer input, the correctness of word forms and word order	• monitor independently the correctness of word forms and word order
6.3	• understand implicitly the meaning carried by word form, word order and individual words in simple contextualized oral and written statements	• use their knowledge of word forms, word order and individual words to understand simple narratives and conversations	• use effectively knowledge of word forms, word order and individual words to obtain and verify meaning from a variety of written and oral discourses	• independently make effective use of word forms, word order and individual words to obtain and verify meaning while listening to or reading authentic language
6.4	• use learned vocabulary to convey meaning.	• expand vocabulary to convey meaning on topics of personal and general interest.	• employ known vocabulary and access needed vocabulary from sources identified by the teacher.	• ensure the precision of messages by independently accessing needed vocabulary.

D. BASIC LEARNING RESOURCES

A basic learning resource, NOVA (1–12), has been developed by Alberta Education and is being published by the Ukrainian Language Education Centre of the Canadian Institute of Ukrainian Studies at the University of Alberta. Plans are to make NOVA available for purchase through Alberta Education's Learning Resources Distributing Centre according to the following schedule:

NOVA 1	– December 1990
NOVA 2, 7	– September 1991
NOVA 3, 8, 10	– September 1992
NOVA 4, 9, 11	– September 1993
NOVA 5, 6, 12	– September 1994

BLACKFOOT LANGUAGE AND CULTURE PROGRAM

A. PROGRAM RATIONALE AND PHILOSOPHY

Canada is home to various Native languages and cultures. Blackfoot, indigenous to Canada, is one of the two main languages spoken by the majority of Native Albertans.

Until the 1960s, when most Native children were still attending school on the reserves, there seemed to be no need for concern about Native children retaining their language. Large-scale student integration into provincial schools, however, has resulted in a drastic decline in the use of Native languages. The situation is particularly critical with the Blackfoot language.

If Native languages and cultures are not encouraged to flourish, they could be lost forever. In a world of technological extremes there is a need for the Native person to maintain his or her native language. It is a language completely of this hemisphere.

Blackfoot children need to see the reality of the Blackfoot people and culture as part of their formal education. They need to learn respect for the Blackfoot language and culture. The students will feel proud to speak the language because it has been elevated to its rightful status by becoming part of their school learning experience. By learning their own language, students will receive the power to view the world from a different perspective.

The language of Native people is the key element identifying them as Natives. Language is the one component of a culture tying every facet of that culture together. Teaching the Blackfoot language will ensure the preservation of a perspective and view of the world that is unique to Blackfoot-speaking people. If the Blackfoot language is not revitalized, the heart of the culture will be eradicated over time. It is not to the benefit of a society that prides itself in its multiculturalism that this be allowed to happen.

In traditional Blackfoot society, the process of transmitting language and culture took place in the home. The young learned life skills from observation, imitation and practice. Learning was a lifelong process in which supervision decreased as experience and proficiency grew. Children received all of their tribal education and socialization from older members of the extended family. Therefore, a functional approach to language learning allows for the involvement of Native community resource people. An effective Blackfoot program recognizes and uses the knowledge and wisdom of Native people, and allows them to be contributors to the educational endeavour.

The Blackfoot Language and Culture Program (Early Childhood Services–Grade 9) provides opportunities for developing and cultivating the unique talents, interests and abilities of students. Not only will the program revitalize the Blackfoot language, but it will also legitimize its study to members of Blackfoot communities.

The program will encourage Native parents to become involved in the education of their children. Grandparents, Elders and other community members will serve as resources for the implementation of the language and cultural content.

B. GENERAL LEARNER EXPECTATIONS

General learner expectations designate the broad, long-range and significant outcomes desired from a program. It is expected that the Blackfoot Language and Culture Program will help students to become functional and contributing members of their Native community and of the greater society. By the end of Grade 9, students will:

1. Acquire basic communication skills in the Blackfoot language by:

   1.1 developing listening and speaking skills while understanding and using appropriate intonation, gestures and visual clues that help to convey the message

   1.2 developing reading and writing skills to a level determined by the local community.

2. Develop cultural sensitivity and enhance personal development by:

   2.1 becoming more aware of their cultural heritage through learning the Blackfoot language

   2.2 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of Blackfoot people and Elders to society

   2.3 developing a positive attitude toward people who speak another language through exposure to the Blackfoot language and culture

   2.4 broadening perspectives to include the national and international scene (becoming aware of Native peoples around the world)

   2.5 developing a greater awareness and appreciation of various cultural values and lifestyles.

3. Develop originality and creativity in the Blackfoot language by:

   3.1 applying their skills to new and relevant situations

   3.2 expressing their own ideas and feelings

   3.3 discovering new dimensions of their personalities.

4. Acquire additional concepts and generalizations about language and language learning by:

   4.1 acquiring some knowledge of the structure and function of languages

   4.2 recognizing the basic structural similarities and differences between the Blackfoot language and English

   4.3 developing an awareness of regional, social and functional variations of spoken language

   4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

5. Develop a desire to extend or improve their proficiency in the Blackfoot language through further language study, whether for personal interest, for post-secondary studies or for vocational purposes.

C. SPECIFIC LEARNER EXPECTATIONS

PROGRAM CONTENT

The Blackfoot Language and Culture Program (Early Childhood Services–Grade 9), consists of two components: the linguistic component and the cultural component. Much of the content already has meaning for the students because it is part of their life experience. The traditional culture and legend components are also meaningful to the students because they refer to their cultural background.

Throughout the program, students will acquire basic communicative skills as well as language and culture proficiencies. Blackfoot attitudes and values, and a world view, are taught in context, not as separate units. Through repetitive and developmental processes, these skills will be practised in increasingly sophisticated ways, and with increasing depth and complexity in language usage and cultural behaviour.

Linguistic Component

The language content lists what should be minimally expected at each level from students who begin the program completely unfamiliar with the Blackfoot language. The language content is defined according to functions (language uses) and notions (language concepts). Functions include such things as asking questions, reporting happenings and making corrections. Notions are linguistic concepts, such as time, location, direction, colour or frequency. The items listed under functions and notions are examples only. They are provided to guide teachers in selecting appropriate vocabulary. Appropriate substitutions may be made.

To facilitate the overlapping of language and cultural themes, there is no required order in which the language items are to be taught. All that is required is that a certain number of language items be covered during a year's work. A set number of language functions and notions should be repeated over and over in different themes/topics throughout the year. All language items are to be taught in the context of some thematic unit taken from the cultural content.

<u>Functions</u>

A. Giving and Getting Facts

1. Identifying
2. Reporting, describing, narrating
3. Affirming, negating
4. Asking

B. Stating and Finding Out Attitudes

1. Agreeing and disagreeing
2. Denying
3. Accepting, declining, offering and inviting
4. Offering to do something
5. Stating/asking whether one knows or doesn't know
6. Stating/asking whether one remembers or has forgotten
7. Stating/asking about possibility or impossibility
8. Stating/asking about capability or incapability
9. Stating/asking whether something is logical
10. Stating/asking about certainty or uncertainty
11. Stating/asking about obligation
12. Giving/getting/withholding permission
13. Stating/asking about liking and disliking, pleasure and displeasure
14. Stating/asking about interest and disinterest
15. Stating surprise
16. Stating hope
17. Stating/asking about satisfaction or dissatisfaction
18. Stating disappointment
19. Stating/asking about fear or worry
20. Stating/asking about preference
21. Stating gratitude
22. Stating sympathy
23. Stating/asking about intention
24. Stating/asking about wants and desires
25. Apologizing and forgiving
26. Stating/asking about approval and disapproval
27. Stating regret
28. Stating indifference

C. Getting Things Done

1. Suggesting action
2. Requesting/inviting others to do things
3. Advising others to do things
4. Warning others to take care
5. Instructing or directing others to do things
6. Offering or requesting assistance

D. Socializing

1. Greeting
2. Meeting, introducing and identifying
3. Leaving people
4. Saying grace and other prayers
5. Acknowledging

Notions

A. Existential

1. Presence
2. Absence
3. Availability, unavailability
4. Possibility, impossibility
5. Occurrence (to happen), non-occurrence
6. Demonstrate (to show)

B. Spatial

1. Location and relative position
2. Distance
3. Motion
4. Direction
5. Origin
6. Arrangement
7. Dimension
   - size and space
   - pressure and weight
   - volume
   - temperature

C. Temporal

1. Point of time, period
2. Earliness
3. Lateness
4. Length of time
5. Speed
6. Frequency
7. Continuity
8. Intermittence, temporariness and permanence
9. Repetitiousness and uniqueness
10. Commencement
11. Cessation
12. Stability
13. Change, transition
14. Priority
15. Simultaneousness
16. Present, past, future reference
17. Delay

D. Quantitative

1. Number
2. Quantity
3. Degree

E. Qualitative

1. Physical
   - shape
   - moisture, humidity
   - visibility, sight
   - audibility and hearing
   - taste and smell
   - texture
   - colour
   - age
   - physical condition
   - accessibility
   - cleanliness and presentability
   - material and genuineness
   - fullness

2. Evaluative
   - value, price
   - quality
   - desirability, undesirability
   - rightness, wrongness, acceptability, unacceptability
   - correctness, incorrectness
   - successfulness, unsuccessfulness
   - utility, inutility
   - capacity, incapacity
   - facility, difficulty
   - importance, unimportance
   - normality, abnormality

F. Mental

1. Reflection
2. Expression

G. Relational

1. Action and event relations
   - agency (who)
   - objective (what)
   - dative (whom)
   - benefactive (receiver)
   - manner, means (how)
   - causative
2. Contrastive Relations
   - equality, inequality, correspondence and contrast
3. Possessive Relations
   - ownership, possession
4. Logical Relation
   - conjunction and disjunction
   - inclusion and exclusion
   - cause and reason
   - effect
   - purpose
   - condition
   - focusing

Cultural Component

The cultural content presents Blackfoot culture as it is found in four contexts:

- the traditional culture, before the arrival of the Europeans
- legends
- the student's daily routines, including life at home, in the community and at the school
- contemporary Native cultural events and lifestyles.

Traditional Culture

Traditional culture is taught primarily through the study of pre-contact culture. First, this is done to avoid confusion between the traditional culture as it existed prior to the arrival of the Europeans and the present Blackfoot culture. Second, it is hoped the students will gain a better understanding for and appreciation of the traditional culture, if it is studied as a whole way of life, such as existed in the pre-contact era.

It is expected that the curriculum developers for each community will go to their Elders to fill in the details of the broadly outlined traditional culture content. It is also expected that the Elders will be called upon to interact with the students when they are learning about contemporary Blackfoot knowledge.

Here it will be as important for the students to learn the proper respect for and behaviour toward Elders as it will be for the students to learn the language and other aspects of the culture.

The depth to which spiritual aspects of traditional culture are studied should be left to the discretion of the community, particularly to the Elders. There is no expectation other than to have certain rituals or ceremonies briefly mentioned in the classroom.

Though students will be learning about camp life and activities as practised hundreds of years ago, much of it may be familiar to them. Many will be familiar with the use of sweet grass, dancing and other aspects of camp life. For those students who have not been exposed to contemporary cultural activities, less time might be spent on the pre-contact culture content and more time spent on contemporary events, so as to give the students first-hand experience with the Blackfoot culture.

Sacred and public knowledge exists in all traditional Native cultures. Spiritual aspects and the private ownership of certain knowledge, such as songs, are sacred knowledge among the Blackfoot people. In the Blackfoot culture, to acquire and possess sacred knowledge is both a privilege and an honour. The right to certain sacred knowledge is to be earned through proper cultural channels. Knowledge may also be passed down to certain (special) individuals, from generation to generation.

Public knowledge is common knowledge and the public generally has open access to it. In some circumstances, only a certain person or group of persons possess the special right or authority to speak of or share their knowledge or area of expertise. It is left to the discretion of the individual whether or not he or she will provide this knowledge.

For example:

1. The mechanics of constructing a tipi are public knowledge, whereas the design on a tipi is "owned" by a certain individual. Therefore, only he or she has the "right" to use it, and to speak about it.

2. The fact that a Horn Society and a Women's Society exist is public knowledge. As these societies are sacred and closed, one cannot encounter open discussion about them, nor would one ask questions about them.

Sacred knowledge and these "rights" must be respected by all individuals, Native and non-Native, and be treated appropriately by those involved in the Blackfoot program.

The Elders of a community, traditionally, are the keepers and transmitters of knowledge. It is through their own life experience and acquisition of knowledge that Elders are greatly respected. The young need to respect and recognize the important role the Elders play in their education.

Legends

Legends can be used in the classroom to teach acceptable traditional attitudes and morals. They can also be used to teach about traditional culture. For example, the teacher may point out tools used, family relationships or songs in a particular legend, and have the students learn about them or learn the Blackfoot words for them as a follow-up activity. It is possible to use only legends in the classroom and teach all traditional culture through them, if the curriculum developer so wishes.

Daily Routines

The daily routines are very broadly outlined in this guide to allow a maximum amount of freedom for the teacher, parents and students of each school to decide for themselves what is important and relevant in their daily lives and what to include in the curriculum. What is chosen will vary widely from school to school. It must be kept in mind that terms listed in the program guide under daily routine are suggestions only and meant to guide rather than restrict.

Contemporary Blackfoot Events and Lifestyles

The items listed under Contemporary Blackfoot Events and Lifestyles are the minimal expectations in terms of items to be covered. It is up to the individual curriculum developers to decide what might be added to the list. If the students have not had these experiences, the teachers and the schools should make every effort to allow and/or encourage such experiences, either by taking the students out into a traditional environment or by bringing the activities into the schools.

CULTURAL COMPONENT — SCOPE AND SEQUENCE

ECS and Division One: Focus on People and Their Activities | **Division Two: Focus on Seasons and Activities** | **Division Three: Focus on Concepts and Activities**

1. Traditional Culture

- Grandfather/Grandmother (Elder)
  - giving advice in general, in particular
  - storytelling/teaching, name-giving
  - certain Elders have a special right to do something; e.g., name-giving, spiritual activities and guidance
- Father/Uncle (men)
  - hunting; shelter; raiding and warfare; name-giving; basic cooking skills
- Mother/Aunt (women)
  - foods; hides; domestic objects; medicine; fires; shelter
- Older Brothers and Sisters/Cousins
  - helping and learning from adults; behaviours and attitudes toward adults; rites of passage into adulthood
- Younger Brothers and Sisters
  - listening and learning; imitating adult roles; playing; singing; helping (young girls with women; young boys with men)
- Babies
  - care
- Together (all camp members)
  - travelling; camp; games and play
  - gatherings (many different camps): season; camping by clan; membership/relatives; spiritual activities

- Spring, Summer, Fall, Winter
- Primary Seasonal Activities
  - hunting, gathering, fauna, flora
  - survival skills
  - gathering food and medicine
  - food preparation
  - sinews and hides: tanning, sewing
  - making of tools and weapons
  - making of domestic objects
  - caring for domestic animals
  - travelling
  - shelters
- Social and Spiritual Life
  - gatherings
  - legends and storytelling
  - ceremonies and rituals
  - singing, dancing
  - games and play
- Travel, Territory, Land
  - location of Confederacy tribes
  - location of enemy tribes
  - alliances
  - relationship with territory

- Conserving Nature of Traditional Culture
  - respect for nature; knowledge of nature; little wastage; no hunting of dependent young; hunting only when required
- Ceremonies and Rituals Season
  - meaning and purpose; symbolism; treaties; kinship
- Blackfoot Philosophy and Spirituality
  - cycle of life; emotions; morals and values; mind, spirit and body; symbols
- Land and Territory
  - traditional use and concept of territory; travel routes; territorial boundaries; intertribal trade; treaty and land claim implications
- Camp Roles and Interactions
  - interaction and relationships; role of Elder and Chief; specialists; educating the youth; decision making
- Seasonal Calendar
  - role of seasons
- Gatherings
  - who, when, where, why and what they would do; relatives; ceremonies and rituals; drumming, singing and dancing; hand games and competition; storytelling
- Change
  - trading economy; settlers; government; treaties (with arrival of the Europeans)
- Lifecycles
  - changes in lifetime; phases; rites of passage into adulthood
- Technology/Material Culture
  - personal adornment/clothing; hides; shelter; domestic objects; weapons; musical instruments; travel; medicine; food; material culture
- Differences in Native Cultures
  - comparison with different Native cultures

2. Legends →

Attitudes, morals, values, beliefs → Regional legends in more depth
Comparing legends with those of other Native cultures

3. Daily Routines

Home
- my house: eating, cleaning, chores, sleeping →
- playing indoors; e.g., music, television, games, visiting and pretending
  playing outdoors; e.g., skating, hunting gophers, games
  → About the house, interaction with siblings, gatherings, television, visiting, interaction with adults, prayers → Interaction with siblings and adults; gatherings

School
- before school: riding the bus, preparing lunch →
- about school: new school year, schoolwork, recess →
- after school: chores, games → Awards day, open house, tournaments, intramurals, dances →

4. Contemporary Blackfoot Events and Lifestyles →

Seasonal ceremonies and rituals →
Dancing → Drumming, singing and dancing →

Native crafts →
Survival skills →
Preparation of memorial feast →
Occupations of Native people →

Contemporary hunting, fishing, farming →
Summer activities (swimming, camp-outs, cookouts, visiting) →
Intertribal gatherings (cultural, sports, etc.): preparation, travel, arriving and leaving the event →

Required and Elective Components

The **required component** is comprised of the cultural and language content. It is expected that the curricula produced in the various regions will be based upon a thematic approach. All the themes will be based upon major thematic headings chosen from the cultural content of the program. All language will be taught through or within the cultural themes.

The content of the **elective component** will be determined by: a) the individual communities in keeping with the communities' values, needs, cultural and environmental differences; and b) the teacher, who knows the differing needs of his or her students.

The **elective component** will take into account:

- Students' need for **acceleration** and **enrichment** (students who are Native language speakers in a class of non-Native language speakers). These students could define and explore cultural topics of their own choice, research topics covered in class in more depth, or look into more topics than are covered in class. In terms of language, students can be required to gain facility with more difficult notions and functions and with literacy.

- Students' need for **remediation** (students who are behind the majority of their classmates). These students could be given extra practice with already learned language notions and functions by being given more concrete activities, structured activities and varied modes of communication, such as tapes, drama and music, interviews and student interaction.

- A community-expressed desire for more time to be spent with any one of the cultural components. For example, an urban school may want to spend more time with contemporary events due to the lack of student experience with those activities in their routine lives. On the other hand, a rural school may want to increase the time spent on traditional activities, such as tanning a hide.

- Other topics and activities of interest to the community.

Below is a list of suggested topics and activities that might be useful in choosing the elective component:

- language styles and language change
- language dealing with humour, insult and correction
- local history and important figures
- comparing and contrasting Native languages and cultures
- history since the arrival of the Europeans; change and impact of change
- cross-tribal exchanges
- pan-Indianism: borrowing, boundaries, essence of "Indianness"
- talks from "successful" Natives
- parental involvement in teaching, dancing, drumming and making costumes
- cross-tutorage: younger children being tutored by older people
- study of plants
- various treatments of legends: drama, puppetry, poetry, storytelling
- stereotypes
- contemporary issues: land claims, treaty rights, local control, alcoholism, suicide
- political issues: aboriginal rights, Canadian constitution, self-government.

D. BASIC LEARNING RESOURCES

There are no basic learning resources authorized for Blackfoot.

CREE LANGUAGE AND CULTURE PROGRAM

A. PROGRAM RATIONALE AND PHILOSOPHY

In traditional Cree culture, the Elders were the source of all knowledge and the keepers of the value and belief systems. The Elders used oral language as a means of passing on their knowledge and culture. Education for the Cree people meant that Elders, language and culture were inextricably interwoven. The Cree Language and Culture Program presented here brings the Elders and the culture into the school program for Cree language instruction.

In this context, the classroom teacher takes on a new role. That teacher becomes a facilitator for the Cree Elders and other Native resource people. The teacher brings the knowledge and wisdom contained in the language from the community into the classroom.

The question has been asked: "Why teach native language?" Native language instruction, like any second language instruction, provides many advantages which are consistent with the Goals of Education. Learning a second language gives students speaking and listening competencies and in the later grades develops skills for understanding and analyzing languages. Native language instruction allows for further education in the Native culture and for developing the student's identity within that culture. It will act as a vehicle for the retention, maintenance and development of the Woodland and Plains Cree language.

The program revitalizes the educational role of Cree Elders, restoring them to their proper place in Cree society. This role is essential to the viability of Cree culture and language.

The program addresses the needs of Cree students in Alberta. Students will have the opportunity to study Cree culture and language which, in turn, will help them to develop a positive self-image, renew their sense of pride and, for the non-Native child, develop appreciation and tolerance for cultures and languages other than their own.

The program will give prominence and status to the Cree language. The Cree community is an active source and vehicle for the development and implementation of the program. Students who successfully complete the program will be motivated to pursue the study of the Cree language and culture, and will thereby enrich the Cree language and culture in Alberta in the future.

B. GENERAL LEARNER EXPECTATIONS

General learner expectations designate the broad, long-range and significant outcomes desired from a program. It is expected that the Cree Language and Culture Program will help students to become functional and contributing members of their Native community and of the greater society.

By the end of Grade 9, students will:

1. Acquire basic communication skills in the Cree language by:

   1.1 developing listening and speaking skills while understanding and using appropriate intonation, gestures and visual clues that help to convey the message

   1.2 developing reading and writing skills to a level determined by the local community.

2. Develop cultural sensitivity and enhance personal development by:

   2.1 becoming more aware of their cultural heritage through learning the Cree language

   2.2 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of Cree people and Elders to society

   2.3 developing a positive attitude toward people who speak another language, through exposure to the Cree language and culture

   2.4 broadening perspectives to include the national and international scene (becoming aware of Native peoples around the world)

   2.5 developing a greater awareness and appreciation of various cultural values and lifestyles.

3. Develop originality and creativity in the Cree language by:

   3.1 applying their skills to new and relevant situations

   3.2 expressing their own ideas and feelings

   3.3 discovering new dimensions of their personalities.

4. Acquire additional concepts and generalizations about language and language learning by:

   4.1 acquiring some knowledge of the structure and function of languages

   4.2 recognizing the basic structural similarities and differences between the Cree language and English

   4.3 developing an awareness of regional, social and functional variations of spoken language

   4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

5. Develop a desire to extend or improve their proficiency in the Cree language through further language study, whether for personal interest, for post-secondary studies or for vocational purposes.

C. SPECIFIC LEARNER EXPECTATIONS

PROGRAM CONTENT

The program consists of a linguistic component and a cultural component.

Linguistic Component

The language content is defined in terms of functions and notions. Functions are abilities, such as being able to ask questions, report happenings and make corrections. Notions are semantic concepts, such as time, location, direction, colour and frequency. The community and the instructor are to select appropriate concepts in terms of the dialect being studied. There is no required order in which the language items are to be taught. Language notions and functions should be repeated over and over within different themes throughout the year and at each successive level. All language items are to be taught in the context of a cultural theme.

Functions

A. Giving and Getting Facts

1. Identifying
2. Reporting, describing, narrating
3. Correcting
4. Asking

B. Stating and Finding Out Attitudes

1. Agreeing and disagreeing
2. Denying
3. Accepting, declining, offering and inviting
4. Offering to do something
5. Stating/asking whether one knows or doesn't know
6. Stating/asking whether one remembers or has forgotten
7. Stating/asking about capability or incapability
8. Stating/asking about obligation
9. Giving/getting/withholding permission
10. Stating/asking about liking and disliking, pleasure and displeasure
11. Stating surprise
12. Stating/asking about satisfaction or dissatisfaction
13. Stating disappointment
14. Stating/asking about preference
15. Stating gratitude
16. Stating/asking about wants and desires
17. Apologizing and forgiving
18. Stating/asking about approval and disapproval
19. Stating indifference

C. Getting Things Done

1. Suggesting action
2. Requesting/inviting others to do things
3. Advising others to do things
4. Warning others to take care
5. Instructing or directing others to do things
6. Offering or requesting assistance

D. Socializing

1. Greeting
2. Meeting, introducing and identifying
3. Leaving people

Notions

A. Existential

1. Greeting
2. Absence
3. Availability, unavailability
4. Possibility, impossibility
5. Occurrence (to happen), non-occurrence
6. Demonstrate (to show)

B. Spatial

1. Location and relative position
2. Distance
3. Motion
4. Direction
5. Origin
6. Arrangement
7. Dimension
   - size and space
   - pressure and weight
   - volume
   - temperature

C. Temporal

1. Point of time, period
2. Earliness
3. Lateness
4. Length of time
5. Speed
6. Frequency
7. Continuity
8. Intermittence, temporariness and permanence
9. Repetitiousness and uniqueness
10. Commencement
11. Cessation
12. Stability
13. Change, transition
14. Priority
15. Simultaneousness
16. Present, past, future reference
17. Delay

D. Quantitative

1. Number
2. Quantity
3. Degree

E. Qualitative

1. Physical

- shape
- moisture, humidity
- visibility, sight
- audibility and hearing
- taste and smell
- texture
- colour
- age
- physical condition
- accessibility
- cleanliness and presentability
- material and genuineness
- fullness

2. Evaluative

- value, price
- rightness, wrongness, acceptability, unacceptability
- desirability, undesirability
- correctness, incorrectness
- successfulness, unsuccessfulness
- utility, inutility
- capacity, incapacity
- facility, difficulty
- importance, unimportance
- normality, abnormality

F. Mental

1. Reflection
2. Expression

G. Relational

1. Action and event relations

- agency (who)
- objective (what)
- dative (whom)
- benefactive (receiver)
- manner, means (how)
- causative

2. Contrastive Relations

- equality, inequality, correspondence and contrast

3. Possessive Relations

- ownership, possession

4. Logical Relation

- conjunction and disjunction
- inclusion and exclusion
- cause and reason
- effect
- purpose
- condition
- focusing

Cultural Component

The cultural content presents Cree culture as it is found in four contexts:

- the traditional culture, before the arrival of the Europeans
- legends
- the student's daily routines, including life at home, in the community and at school
- contemporary Native cultural events and lifestyles.

Traditional Culture

Learning about traditional Cree culture prior to European contact helps students in two ways: it gives them a better understanding and appreciation of a way of life, and it helps students better understand changes that have occurred as a result of European contact. Teachers should go to the Elders for information to fill in the details appropriate to their groups or region. Elders should also be called upon to interact directly with students. The young need to respect and recognize the important role the Elders play in their traditional education.

The community, in particular the Elders, must decide how deeply spiritual aspects of traditional culture should be presented at school.

Traditional Native cultures have "sacred" and "public" knowledge. Sacred knowledge among the Cree includes spiritual aspects and the private ownership of certain knowledge, such as songs or a bundle. To possess and to acquire sacred knowledge is a privilege and an honour. The right to certain sacred knowledge must be earned through proper channels. Knowledge may also be passed down to certain special individuals, from generation to generation. The general public has access to "public" knowledge.

Whether knowledge is "public" or "sacred", in some circumstances only a certain person or group of persons possesses the right or authority to speak of or share their knowledge with others. It is left to the individual whether or not to share this knowledge. For example, the mechanics of constructing a tipi are public knowledge, but the designs on a tipi may be owned by a certain individual. Therefore only that person has the right to use it, and to speak about it. Sacred knowledge and these "rights" must be respected by all Natives and non-Natives.

Legends

Legends help to teach about traditional Cree values, attitudes and morals, and about the traditional Cree lifestyle.

Daily Routines

The context related to daily routines, the student's home and school activities, is outlined broadly. Teachers, parents and students have considerable freedom and flexibility in deciding what is important in their daily lives and what to include in the curriculum. The daily routines listed are suggestions only and are intended to assist rather than restrict the selection of content at the local level.

Contemporary Cree Events and Lifestyles

The context on contemporary Native cultural events and lifestyles encourages the teacher, school and community to expose the students to various activities by bringing the events into the school or by organizing field trips to attend events. The teacher and community may add to their personal lists of cultural events and lifestyles.

CULTURAL COMPONENT — SCOPE AND SEQUENCE

ECS and Division One: Focus on People and Their Activities

Division Two: Focus on Seasons and Activities

Division Three: Focus on Concepts and Activities

1. Traditional Culture

- Grandfather/Grandmother (Elder)
  - giving advice, giving instructions; storytelling/teaching; name-giving; other spiritual activities
- Father/Uncle (men)
  - hunting and fishing; raiding and warfare with other tribes; tools and weapons; name-giving; geography; earning right to become a warrior
- Mother/Aunt (women)
  - food preparation; meat, berries, herbs, roots and wild vegetables; hides: tanning, uses of hides; domestic objects; medicine; fires; shelter
- Older Brothers/Sisters (young adults)
  - helping; learning; behaviours and attitudes toward Elders; baby-sitting; rites of passage into adulthood; apprenticing with experienced warriors
- Younger Brothers and Sisters/Cousins (children and babies)
  - listening and learning; playing by imitating adult roles and role models from stories; toys; games and songs; helping parents and grandparents; care of infants
- Together (all camp members)
  - travelling: seasons, methods of travel
  - camp: shelter, dugout, setting up and taking down; parts of camp
- Gatherings (many different camps)
  - seasons for gathering; spiritual activities; distant relatives; contests; games for fun

- Spring, Summer, Fall, Winter
- Primary Seasonal Activities
  - hunting
  - fishing
  - survival skills
  - food and medicine gathering
  - food preparation
  - sinews and hides
  - making domestic objects
  - making tools and weapons
  - caring for domestic animals
  - travelling
  - shelters
- Social and Spiritual Life
  - gatherings
  - ceremonies and rituals
  - death/wakes
  - singing and dancing
  - games and play
  - legends and storytelling
- Travel, Territory, Land
  - location of Plains/Woodland tribes within common territory
  - location of enemy tribes

- Conserving Nature – beliefs; economy; survival; little waste
- Ceremonies, Rituals and Feasts – seasons; meaning of rituals and feasts; symbolism of rituals
- Cree Philosophy and Spirituality – cycle of life; negative and positive emotions; traditional morals; mind, body and spirit; symbols
- Land and Territory – nature of traditional land use; hunting; travel routes; territorial boundaries; intertribal trade
- Life Cycle – changes in lifetime; phases, rites of passage
- Technology/Material Culture – hides; shelter; domestic objects; weapons; musical instruments; travel; medicine; food preservation and preparation
- Comparison with Different Native Cultures – beliefs; legends; territory; language; food; recreation; dance; song
- Camp Roles and Interactions – interactions and relationships; roles; specialists; educating; decision making
- Seasonal Calendar – role of the seasons
- Gatherings – who, when, where, why, what; relatives; ceremonies; drumming, singing, dancing; hand games; storytelling
- Change – after arrival of Europeans; settlers; government treaties

2. Legends

Attitudes, morals, values, beliefs
Introduction to local legends

In-depth study of local legends

Regional variations in legends, study legends in more depth
Legends of other cultures
Comparison with legends of other cultures

3. Daily Routines

Home

- the house: eating, cleaning, sleeping, clothing, sick at home
- playing indoors: music, television, games, visiting; playing outdoors: skating, hunting gophers, games

About the house, interaction with siblings, gatherings, television, visiting, interaction with adults, prayers

School

- before school: riding the bus, preparing lunch
- about school: new school year, schoolwork, recess, lunch hour, school activities, field trips, sports days, outdoor education
- after school: chores, games

Tournaments, intramurals, dances, awards day, open house

4. Contemporary Cree Events and Lifestyles

Ceremonies and rituals
Dancing and drumming → Dancing, singing and drumming
Native crafts
Survival skills
Wakes
Health care services (hospital, dentist)
Occupations of Native people
Contemporary hunting, fishing, trapping
Summer activities (swimming, camp-outs)
Feasts
Intertribal gatherings (cultural events, sports events)

REQUIRED AND ELECTIVE COMPONENTS

The **required component** is comprised of the cultural and language content. The curricula produced in the various regions should follow a thematic approach using themes chosen from the cultural content of the program. All language will be taught through or within the cultural themes.

The content of the **elective component** will be determined by: a) the individual, communities in keeping with the communities' values, needs, cultural and environmental differences; and b) the teacher, who knows the differing needs of his or her students.

The **elective component** will take into account:

- The students' need for **acceleration** and **enrichment** (students who are Native language speakers in a class of non-Native language speakers). These students could define and explore cultural topics of their own choice, research topics covered in class in more depth, or look into more topics than are covered in class. In terms of language, students can be required to gain facility with more difficult notions and functions and with literacy.

- The students' need for **remediation** (students who are behind the majority of their classmates). These students could be given extra practice with already learned language notions and functions by being given more concrete activities, structured activities and varied modes of communication, such as tapes, drama and music, interviews and student interaction.

- A community-expressed desire for more time to be spent with any one of the cultural components. For example, an urban school may want to spend more time with contemporary events due to the lack of student experience with those activities in their routine lives. On the other hand, a rural school may want to increase the time spent on traditional activities, such as tanning a hide.

- Other topics and activities of interest to the community.

Below is a list of suggested topics and activities that might be useful in choosing the elective component:

- language styles and language change
- language dealing with humour, insult and correction
- local history and important figures
- comparing and contrasting Native languages and cultures
- history since the arrival of the Europeans; change and impact of change
- cross-tribal exchanges
- pan-Indianism: borrowing, boundaries, essence of "Indianness"
- talks from "successful" Natives
- parental involvement in teaching, dancing, drumming and making costumes
- younger children being tutored by older people
- study of plants
- various treatments of legends: drama, puppetry, poetry, storytelling
- stereotypes
- contemporary issues: land claims, treaty rights, local control, alcoholism, suicide
- political issues: aboriginal rights, Canadian constitution, self-government.

D. BASIC LEARNING RESOURCES

There are no basic learning resources authorized for Cree.

MATHEMATICS

A. PROGRAM RATIONALE AND PHILOSOPHY

The role of mathematics in our world is evident in all aspects of human endeavour. Whether used by the scientist or the grocer, the need to quantify information and to perform mathematical operations for the purposes of better understanding our world, and functioning therein, is readily obvious. From time immemorial mathematics has played, and will continue to play, an important role in the history of man's existence. For these reasons, mathematics is considered to be one of the "basics" of education.

The process of schooling, and education in general, must provide for opportunities to develop and extend mathematical competencies. These competencies include understanding of number and measurement concepts, facility in computational and graphing skills, understanding of geometric relationships, and the use of effective problem-solving processes. The Alberta elementary school mathematics program is designed to meet these needs through the inclusion of basic mathematical concepts, skills and attitudes.

There is general agreement that mathematical concepts and skills have not changed significantly over the years. What has changed substantially, however, is our understanding and knowledge of how children learn mathematics. It is now widely accepted that elementary school children learn best when actively involved in the learning process. In recognition of this premise the elementary mathematics program encourages the use of manipulatives and student constructions as an important and necessary step in forming mathematical abstractions. This precept is reflected in the psychomotor component of the program and throughout the subject matter statements, all of which call upon the student to be an active participant in the learning of mathematical concepts.

Problem solving, the ability to reason and apply mathematics in problem situations, is considered an integral part of the basic skills required for mathematical literacy. The ability to solve problems increases with importance in light of the rapidly changing demands of today's technological society. Mathematics plays an important role in developing within each student the problem-solving skills that will serve throughout life.

The influence and impact of micro-electronic technology on mathematics curriculum and instruction are only beginning to be felt. There is no doubt that computer and calculator technology will result in changes in the content of mathematics programs and the manner in which concepts are taught. The questions remaining are: What changes? How quickly? and What are the implications? In view of their potential, Alberta Education encourages teachers and schools to take full advantage of the benefits of calculators and computers.

B. GENERAL LEARNER EXPECTATIONS

The goals of the elementary school mathematics program fall into two related categories, those dealing with the learner and those dealing with mathematical content. The program is designed to:

- Provide for the development of problem-solving skills. Four steps in the problem-solving process are:
  i) Understanding the problem
  ii) Developing a plan
  iii) Carrying out the plan
  iv) Looking back (evaluation).

- Provide for the development of psychomotor skills through:
  i) Hand–eye coordination
  ii) Manipulation
  iii) Construction of spatial figures.

- Provide for the development and understanding of numeration, operations and properties, measurement, geometry and graphing through:
  i) mathematical literacy—receiving, understanding and using mathematical terms and symbols
  ii) Arithmetic skills—the ability to recall basic mathematical facts, and to compute
  iii) Application—the ability to apply appropriate method and content to solve problems.

- Foster within the learner:
  i) A sense of accomplishment and success with mathematics
  ii) A positive attitude toward mathematics
  iii) A positive attitude toward learning.

C. SPECIFIC LEARNER EXPECTATIONS

1. Minimum Core Component

The minimum core component of the program consists of mathematical concepts and skills that are designed to be achieved by the majority of students. The method and sequence of presentation may be modified to meet the needs of individual students, ability differences within classes, and classroom organization (e.g., gifted students, remedial students, combined grades). The minimum core program should also allow for extension/enrichment and remedial activities in order to meet these needs.

2. Extension/Enrichment Component

Extension/enrichment activities should be provided for those students able to go beyond the minimum core expectations. This should be in the form of horizontal development of concepts at the given grade level, applications of mathematics, or the study of mathematical topics not covered in the program.

3. Remediation Component

Remediation requires continual assessment of student performance. As such, additional time and varied instruction may be necessary to fix or reinforce a concept or skill.

4. Allocation of Time

The recommended minimum time per grade is 200 instructional minutes per week. Additional time could be added to the mathematics program if religious studies and/or second languages are not a part of the school program.

Time should also be allowed for activity-based lessons to take place. This may require that occasionally the mathematics period will have to be extended.

The suggested weighting or emphasis to be placed on each strand is provided below. This may vary from grade to grade, or from class to class, depending on the needs of the student and class.

60% Numeration, Operations and Properties
10% Measurement
10% Geometry
10% Graphing
10% Extension/enrichment or remediation

5. Program Elements

The Elementary Mathematics Program of Study is comprised of four main elements:

i) Problem-Solving Skills
ii) Psychomotor Skills
iii) Attitudes
iv) Mathematical Concepts

i) Problem-Solving Skills

Problem-solving skills are the processes involved in collecting, organizing and interpreting information gathered from the environment. The importance of these skills lies in their utility in obtaining and applying the most useful information toward answering questions and solving problems.

In the elementary mathematics program, development of the problem-solving strategies is outlined for each grade level, maintained and extended to the next grade. Facility in problem solving requires a wide repertoire of strategies and approaches.

The teaching for understanding of problem-solving skills must also consider the intellectual growth of the child. The processes included in the program recognize the various stages of development of the child through his or her elementary school years.

The following chart describes four basic steps associated with the problem-solving process. These steps include:

- Understanding the Problem
- Developing a Plan
- Carrying out a Plan
- Looking Back

Within each step are problem-solving strategies which assist in the thinking through and the solving of problems. It is not intended that the total of these strategies be dealt with in the earlier grades. Teachers should consult the curriculum guide for grade by grade treatment of the problem-solving component.

STEPS IN THE PROBLEM-SOLVING PROCESS

Understanding the Problem	Developing and Carrying Out a Plan	Looking Back
• Using manipulatives • Interpreting pictures • Looking for patterns • Identifying key words • Acting it out • Drawing diagrams • Restating the problem in your own words • Asking relevant questions • Identifying wanted, given and needed information • Identifying extraneous information • Considering alternative interpretations	• Acting it out • Using manipulatives • Collecting and organizing information (charts, graphs) • Applying patterns • Choosing and applying the appropriate operation • Writing and solving a number sentence • Guessing and checking • Identifying and applying relationships • Making diagrams and models • Using a simpler problem • Using logic or reason • Constructing flow charts	• Stating an answer to the problem • Restating the problem with the answer • Determining the reasonableness of the answer • Explaining the answer • Reviewing the solution process • Considering the possibility of other answers • Looking for alternative ways to solve the problem • Making and solving similar problems • Generalizing solutions

ii) Psychomotor Skills

Psychomotor skills involve coordination between the intellect and muscular movement. Development of these skills requires the handling and manipulating of a variety of materials.

Mathematical concepts are, by nature, abstract. For this reason it is necessary that children experience a variety of hands-on situations involving manipulations from which they can relate mathematical abstraction. For example, geometric relationships should first be taught through manipulation and construction of geometric shapes.

The following dimensions of psychomotor skill development should be provided for within the instructional process:

- Hand–eye coordination activities
- Activities that involve the handling and use of materials and equipment
- Construction of spatial figures and solids

iii) Attitudes

Attitudes often determine what we do in given situations. Whether we persevere with something difficult or give up trying, whether we consider something worth caring about or regard it as unimportant, relate to the attitudes we hold. The development of positive attitudes toward oneself and learning are primary goals of all school programs. In the elementary mathematics program particular attention should be given to the development of:

- A positive self-concept
- A positive attitude to learning
- A positive attitude toward mathematics

iv) Mathematical Concepts (Subject Matter)

The five subject matter strands of the elementary mathematics program are: Numeration, Operations and Properties, Measurement, Geometry, and Graphing. The elementary mathematics curriculum is designed to introduce concepts and skills at the most appropriate grade level, and to reinforce and extend them in later grades. The subject matter statements within each strand are not listed according to any suggested instructional order.

An integrated approach should be taken whereby basic concepts covered in one strand area are applied and reinforced in the other subject matter strands. The development of problem-solving skills and strategies should permeate all five strands.

- Numeration

  Numeration is basic to all of the other subject matter strands. This strand should first build on children's experiences with manipulatives prior to the introduction of abstract concepts.

  In the numeration strand, the study of fractional numbers is limited to those fractions commonly encountered and those easily converted to decimal notation (halves, quarters, thirds, fifths, tenths, and hundredths). Decimal notation is introduced at the Grade 3 level. Study of integers begins at the Grade 6 level.

- Operations and Properties

  The operations and properties strand forms the basis for development and facility in mathematical computations. In this strand students are introduced to the concept of the four operations ($+$, $-$, $\times$, $\div$), symbolization, basic facts, and then algorithmic processes.

  Operations with decimals begin in Grade 4. Computations with common fractions are NOT a part of the elementary mathematics program.

- Measurement

  The measurement strand develops the concept of length, area, volume, capacity and mass.

  Measurement involving non-standard units is introduced in the earlier grades, with study of standard units and their symbols progressively introduced in later grade levels.

  It is the policy of Alberta Education that the System International (S.I.) be the only system of measurement used in the schools of the province.

- Geometry

  Attributes of geometric shapes and spatial relationships form the basis of study in geometry. This strand builds on the child's intuitive concepts of geometric forms, moving from the concrete to the formal. This is accomplished in the program by first studying three-dimensional solids through moving, sorting, classifying, constructing and describing. A similar approach is taken with two-dimensional figures. Thus, motion geometry, rather than geometry based on definition, is emphasized in the elementary school program.

- Graphing

  The graphing strand is intended to develop the skills of collecting, organizing, representing and interpreting data from the student's environment. A variety of graph forms is introduced ranging from simple pictographs to the more complex circle graph in the later grades.

The following pages outline the subject matter statements of the concept component of the program. These statements may be re-sequenced or regrouped by the teacher as individual student or class needs dictate. The curriculum guide for elementary school mathematics provides additional comments that will assist the teacher in interpreting the intent or depth of coverage intended.

SUBJECT MATTER STATEMENTS

Grade 1

Numeration:

i) Matches members of two sets and determines equivalent and non-equivalent sets.

ii) Describes number relationships: more than, fewer than, greater than, less than and equal to (no symbols).

iii) Associates a numeral with equivalent sets (0–10).

iv) Orders numbers (0–10).

v) Reads and writes numerals (0–100).

vi) Identifies the number of 10s and the number of 1s in any two-digit number.

Operations and Properties:

i) Understands the process of addition and subtraction.

ii) Symbolizes addition and subtraction situations.

iii) Demonstrates mastery of the basic facts involving sums and minuends through 9.

Measurement:

i) Tells time to the hour.

ii) Recites and orders the days of the week.

iii) Compares two or more objects as shorter, longer, thinner, thicker, heavier, and lighter than.

iv) Estimates and measures, using non-standard units of length, capacity and mass.

v) Identifies instruments for measuring length, capacity, mass, time and temperature.

vi) Recognizes pennies, nickels, dimes and quarters, and states the value of each.

Geometry:

i) Classifies three-dimensional objects according to various attributes.

ii) Recognizes and names: circle, square, triangle and rectangle.

Graphing:

i) Collects data from the immediate environment to construct graphs, using pictures or objects, and discusses the results.

Grade 2

Numeration:

i) Identifies the cardinal number associated with a set of objects.

ii) Orders numbers and recognizes "betweenness" (0–100).

iii) Reads and writes numerals (0–999).

iv) Names and uses ordinals first to tenth.

v) Identifies the number of 100s, 10s and 1s in a given three-digit numeral.

vi) Identifies multiples by counting by 5s, 10s and 100s.

vii) Identifies, represents and writes proper fractions (halves, thirds, and quarters) in a concrete and pictorial setting.

Operations and Properties:

i) Symbolizes addition and subtraction situations.

ii) Understands the basis of the commutative property for addition.

iii) Understands the processes of multiplication and division.

iv) Demonstrates mastery of basic facts involving sums and minuends to 18.

v) Adds and subtracts to 99 without regrouping.

Measurement:

i) Tells time to the hour, half hour and quarter hour.

ii) Writes the hour, half hour, and quarter hour using standard notation.

iii) Reads dates on the calendar.

iv) Recites months of the year, in order.

v) Reads the Celsius thermometer to five-degree intervals.

vi) Estimates and uses standard units of length, capacity and mass with correct symbols—m, cm, L, kg.

vii) Identifies appropriate measuring instruments for a given task.

viii) Counts a collection of coins up to 25¢.

ix) Gives equivalent value of coins up to 25¢.

x) Makes purchases up to 25¢.

Geometry:

i) Classifies three-dimensional objects in relation to corners, edges and faces.

ii) Classifies two-dimensional figures in relation to boundaries, corners and faces.

iii) Develops and continues patterns using three-dimensional objects and two-dimensional figures.

iv) Demonstrates symmetry through folding and cutting.

Graphing:

i) Constructs and interprets pictographs and simple bar graphs, using data collected from immediate environment.

Grade 3

Numeration:

i) Orders and determines "betweenness" of whole numbers (0–1 000) and understands symbols $>$, $<$ and $=$, to show relationships.

ii) Reads and writes numerals (0–9 999).

iii) Identifies multiples by counting by 2s, 5s, 10s, 25s, 100s (0–1 000).

iv) Identifies the number of 1 000s, 100s, 10s and 1s in a number.

v) Writes numbers in expanded notation (0–1 000) and vice versa.

vi) Identifies, writes and compares proper fractions from concrete and pictorial representation (halves, thirds, quarters, fifths and tenths).

vii) Reads and writes decimals from concrete and pictorial situations (tenths only).

Operations and Properties:

i) Identifies addition, subtraction, multiplication and division situations.

ii) Adds and subtracts two- or three-digit numbers with and without regrouping.

iii) Symbolizes multiplication and division situations.

iv) Understands the commutative property of addition and of multiplication.

v) Identifies related sentences for addition, subtraction, multiplication and division.

vi) Understands the unique effect of 0 and 1 in addition and multiplication.

vii) Demonstrates mastery of basic facts involving sums and minuends to 18, and products and dividends to 45.

viii) Multiplies whole numbers by 10 and 100.

Measurement:

i) Tells and writes the time to the nearest hour, half hour, quarter hour and five-minute intervals.

ii) Orders months of the year.

iii) Reads the Celsius thermometer to one-degree intervals and uses the symbol (°C).

iv) Counts collections of coins up to $1.00.

v) Makes purchases and change up to $1.00.

vi) Extends estimation and measurement to include the use of the standard units kilometre and decimetre with symbols km and dm.

vii) Uses standard measuring instruments (metre stick, litre container, mass scales, calendar, Celsius thermometer).

Geometry:

i) Classifies and identifies three-dimensional objects and two-dimensional figures.

ii) Constructs simple three-dimensional objects.

iii) Constructs simple two-dimensional figures.

iv) Identifies symmetric figures and draws lines of symmetry on two-dimensional figures.

Graphing:

i) Identifies the axes.

ii) Collects data, and constructs pictographs and simple bar graphs.

iii) Interprets pictographs and simple bar graphs.

iv) Locates position of an object on a grid.

Grade 4

Numeration:

i) Rounds whole numbers (limit: to the nearest thousand).

ii) Writes whole numbers in expanded notation and vice versa.

iii) Identifies and names place value of digits (0.01–99 999).

iv) Identifies, reads and writes a fraction to represent a point on a number line, a part of a region or a part of a set (emphasis on halves, thirds, quarters, fifths and tenths).

v) Identifies equivalent fractions.

vi) Reads, writes and orders whole numbers and decimals (0.01–99 999).

vii) Regroups tenths and hundredths.

Operations and Properties:

i) Adds and subtracts numbers, using standard and expanded notation.

ii) Multiplies whole numbers by one- and two-digit whole numbers. Estimates products.

iii) Writes related sentences for addition, subtraction, multiplication and division.

iv) Understands the associative property of addition and of multiplication.

v) Demonstrates mastery of basic facts for sums and minuends to 18, and products and dividends through 81.

vi) Divides one- and two-digit whole numbers by a one-digit divisor (with and without remainders). Estimates quotients.

vii) Multiplies whole numbers by 10, 100, and 1 000.

viii) Adds and subtracts decimals to hundredths.

Measurement:

i) Reads and writes time to minutes.

ii) Reads Celsius thermometer, and determines reasonableness of readings to given situations.

iii) Extends estimation and measurement to include the use of the standard units of millimetre, millilitre and gram with symbols mm, mL, and g.

iv) Uses appropriate standard measuring units for length, capacity and mass.

v) Uses money (coins and bills) for purchasing and making change.

vi) Expresses linear measure to nearest tenth and hundredth of a metre.

Geometry:

i) Identifies properties of three-dimensional objects and two-dimensional figures.

ii) Constructs three-dimensional objects and two-dimensional figures.

iii) Determines whether or not a two-dimensional figure is symmetric. Draws axes of symmetry.

iv) Translates (slides) and reflects (flips) concrete objects.

Graphing:

i) Constructs pictographs and bar graphs.

ii) Interprets pictographs and bar graphs.

iii) Writes coordinates as ordered pairs.

iv) Graphs ordered pairs.

Grade 5

Numeration:

i) Identifies and names place value of digits (0.001–999 999).

ii) Rounds whole numbers (limit: to the nearest ten thousand).

iii) Rounds numbers to tenths and hundredths.

iv) Expresses and generates proportional ratios.

v) Solves for the missing numeral in proportional ratios without using cross-products.

vi) Expresses tenths, hundredths, and thousandths as fractions or decimals.

vii) Generates equivalent fractions for halves, quarters, fifths, tenths and hundredths.

viii) Regroups tenths, hundredths, and thousandths.

ix) Reads, writes and orders whole numbers and decimals (0.001–999 999).

Operations and Properties:

i) Adds and subtracts whole numbers. Estimates sums and differences.

ii) Demonstrates mastery of basic facts.

iii) Multiplies whole numbers using one-, two- and three-digit multipliers. Estimates products.

iv) Divides whole numbers using one- and two-digit divisors. Estimates quotients.

v) Multiplies and divides whole numbers and decimals by 10, 100 and 1 000.

vi) Adds, subtracts and multiplies decimals (sums, differences and products to thousandths).

vii) Divides decimals by one-digit whole numbers.

Measurement:

i) Reads and writes time to seconds.

ii) Reads the 24-hour clock.

iii) Extends estimations and measurements including tonne and its symbol t.

iv) Reads distances according to a scale.

v) Draws two-dimensional figures to scale, using grid paper.

vi) Uses appropriate standard measuring units for length, capacity and mass.

vii) Understands the system of metric prefixes, including use of symbols.

kilo – (k)
hecto – (h)
deca – (da)
BASIC UNIT
deci – (d)
centi – (c)
milli – (m)

viii) Expresses linear measures in expanded form.

ix) Expresses equivalent linear measures.

x) Finds perimeter of polygons without using formulas.

xi) Finds area of polygons without using formulas.

xii) Finds volume of rectangular solids without using formulas.

Geometry:

i) Constructs and draws two-dimensional figures.

ii) Distinguishes two-dimensional figures as similar, congruent or neither.

iii) Identifies and draws translations (slides), reflections (flips) and rotations (turns), of two-dimensional figures.

iv) Tests congruency of polygons, using translations, reflections and rotations.

v) Names corresponding sides and vertices of congruent polygons.

vi) Identifies and names line segments, lines, rays and angles.

Graphing:

i) Constructs pictographs, bar and line graphs.

ii) Interprets and solves problems, using pictographs, bar, line, and circle graphs.

iii) Reads and writes coordinates from a graph.

iv) Graphs ordered pairs.

v) Generates ordered pairs from a given relationship.

Grade 6

Numeration:

i) Identifies and names place value to billions (0.0001–1 000 000 000).

ii) Writes decimal numerals, using expanded notation.

iii) Rounds numbers (0.0001 to 999 999 999).

iv) Identifies and uses proportional ratios.

v) Expresses halves, quarters and fifths as fractions or decimals.

vi) Expresses fractions and decimals as percents, and vice versa.

vii) Identifies and orders integers.

viii) Reads, writes and orders whole numbers and decimals (0.0001–1 000 000 000).

Operations and Properties:

i) Adds and subtracts whole numbers and decimals. Estimates sums and differences.

ii) Demonstrates mastery of basic facts.

iii) Multiplies whole numbers and decimals using one-, two- and three-digit multipliers. Estimates products.

iv) Divides whole numbers and decimals using one-, two- and three-digit whole number divisors.

v) Divides whole numbers and decimals using one decimal place divisors.

vi) Checks multiplication by division and division by multiplication.

vii) Mentally computes simple addition, subtraction, multiplication and division.

viii) Calculates averages and percentages.

Measurement:

i) Finds perimeter of polygons with and without formulas.

ii) Finds area of triangles and rectangles, using formulas.

iii) Finds volume of rectangular solids, using formulas.

iv) Reads and determines distances according to a scale.

v) Draws diagrams according to a scale.

vi) Reads the 24-hour clock and writes corresponding time notation.

vii) Understands and uses the system of metric prefixes including use of symbols: kilo, hecto, deca, BASIC UNITS, deci, centi, milli.

viii) Expresses equivalent measures within units of length, capacity, mass and time, with symbols.

ix) Measures angles.

Geometry:

i) Constructs and draws prisms, pyramids, cones and cylinders.

ii) Draws and identifies radius, diameter and circumference.

iii) Translates, rotates, reflects, and enlarges two-dimensional figures.

iv) Identifies and tests congruency, using translations (slides), reflections (flips) and rotations (turns).

v) Names corresponding sides, vertices, angles of congruent polygons.

vi) Identifies and names intersecting lines, parallel lines, perpendicular lines and angles.

Graphing:

i) Constructs pictographs, bar and line graphs.

ii) Interprets and solves problems, using pictographs, bar, line and circle graphs.

iii) Locates points in all four quadrants.

iv) Generates and graphs ordered pairs from a given relationship (no negative numbers).

D. BASIC LEARNING RESOURCES

Bates, W. W. et al. *Mathways*. Second edition. Toronto, ON: Copp Clark-Pitman, 1980.

Bornhold, D. L. et al. *Starting Points in Mathematics*. Scarborough, ON: Ginn and Company, 1981.

Bye, M. P. et al. *Holt Mathematics System*. Toronto, ON: Holt, Rinehart and Winston, 1980.

Kelleher, H. J. et al. *Houghton Mifflin Mathematics*. Markham, ON: Houghton Mifflin Canada, 1982.

PHYSICAL EDUCATION

A. PROGRAM RATIONALE AND PHILOSOPHY

The rationale for physical education as a subject taught in Alberta schools comes directly from the Goals of Education for Alberta as stated in the introduction to the *Program of Studies: Elementary Schools*. In part, these goals are as follows:

> Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:
>
> - Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
>
> - Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:
>   - develop intellectual curiosity and a desire for lifelong learning
>   - develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
>   - develop an interest in cultural and recreational pursuits.

AIM OF PHYSICAL EDUCATION

The aim of physical education is a physically educated individual who can develop an interest in physical activity as an essential component of an active, healthy lifestyle. Physical education is an integral part of the total program. Through movement-centred experiences, physical education provides a basis on which an individual's development can be maximized in the psychomotor, cognitive and affective domains.

An outgrowth of physical education is quality and meaningful movement that is attained through carefully selected and sequenced experiences in the classroom instruction of the physical education program. These experiences allow an individual to respond physically at a level of performance related to that individual's level of development.

Much of the contemporary movement approach in physical education is based on the work done by Rudolph Laban. Although his work was primarily in the area of dance, others have

adapted it for application to other areas of physical education. Four main concepts can be used to classify movement in physical education.

1. Body Awareness — "What" the body moves.
   - body parts
   - body shapes
   - transferring weight; e.g., cartwheel
   - supporting weight; e.g., hanging from a bar
   - balancing weight; e.g., head stand.

2. Space Awareness — "Where" the body moves.
   - directions
   - levels; e.g., high, medium, low
   - patterns; e.g., zig-zag, straight line, curve.

3. Effort — "How" the body moves.
   - speed; e.g., slow, fast
   - quality; e.g., strong, light
   - flow; e.g., jerky, smooth.

4. Relationship — "With whom" or "With what" the body moves.
   - alone
   - partner, group or team
   - cooperative or competitive
   - large apparatus; e.g., high bar
   - small apparatus; e.g., balls and bats.

B. GENERAL LEARNER EXPECTATIONS

The needs of the three learning domains provide the foundation upon which the following four physical, cognitive, affective and psychomotor education goals are formulated:

- the physical education program should assist the individual in developing efficient and effective motor skills and applying these skills in a wide variety of physical activities
- the physical education program should assist the individual in developing and maintaining physical fitness
- the physical education program should assist the individual in developing knowledge and understanding of factors involved in attaining competence in and appreciation of physical activity

and

- the physical education program should assist the individual in developing and maintaining positive personal attributes and interpersonal relationships, including a positive attitude toward continued participation in physical activity.

Each of the seven program dimensions has objectives identifying the knowledge, attitudes, and physical and social skills. Each dimension provides for:

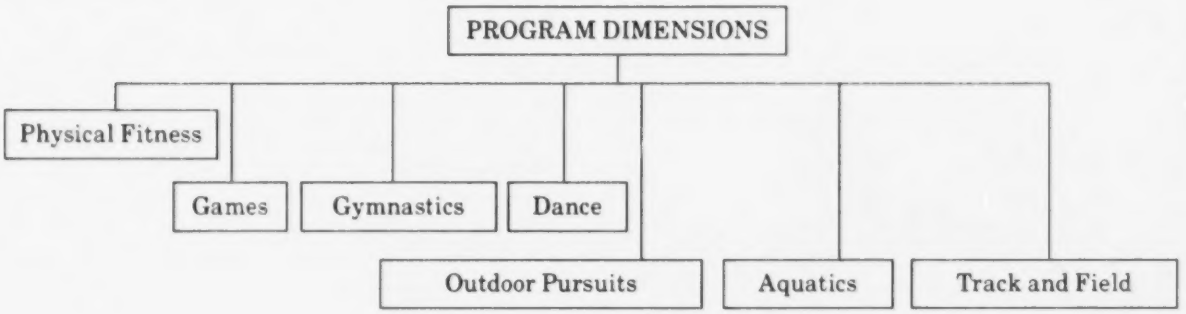
P – psychomotor development
C – cognitive development
A – affective development.

C. SPECIFIC LEARNER EXPECTATIONS

As an integral part of the well-balanced physical education program, each dimension uses carefully selected activities to contribute to the development of the physically educated individual.

All seven dimensions of physical education are desirable in a well-balanced program. It is recognized that students may be excused from instruction in special circumstances and that local conditions (finance, facilities, equipment, religious persuasion, etc.) may preclude the offering of some activities in a given dimension.

PHYSICAL EDUCATION PROGRAM DIMENSIONS



Physical fitness emphasizes optional functioning of the cardio-respiratory and musculo-skeletal systems and makes a significant contribution to the total well-being of the individual. The pursuit of physical fitness is an integral part of the other six program dimensions. In addition, the fitness dimension provides insights into the systems and functions of the body and how they are affected by movement and exercise.

Games activities emphasize sending, receiving and retaining skills, footwork, agility and body coordination, and elements of offence and defence.

Gymnastics activities emphasize body management skills that develop strength, flexibility and fluency of movement.

Dance activities, through a variety of dance forms, emphasize the expressive aspect of movement in which the body is used as a means of communicating ideas and feelings.

Outdoor pursuits emphasize physical activities requiring wise and careful use of the environment.

Aquatics use a unique environment to promote the safe pursuit of water-related activities.

Track and field emphasizes walking, running, jumping and throwing activities requiring speed, height, distance and endurance.

TIME PLANNING

The amount of time devoted to physical education, and the frequency of the activities, is a matter that may be decided locally. It is widely believed that daily physical activity enhances mental and emotional well-being and contributes to physical health. A healthy adult cardiovascular system depends upon a minimum of three 20-minute periods of activity at target heart rate levels each week.

PHYSICAL FITNESS

Acknowledging individual differences, each child will:

	Objectives	Grade Level 1	2	3	4	5	6
P	Improve physical fitness through vigorous and continuous physical activity in all dimensions of the program.	*	*	*	*	*	*
P	Learn to assess personal fitness levels by using ongoing testing.	*	*	*	*	*	*
C	Understand that physical fitness is essential to life.	*	*	*	*	*	*
C	Understand the effects of exercise on the major components of the circulatory system.	*	*	*	*	*	*
C	Understand the effects of exercise on the major respiratory system.			*	*	*	*
C	Understand the effects of exercise on the major muscles, bones and joints.			*	*	*	*
C	Understand that the ability to become fit differs from one person to another.			*	*	*	*
C	Understand personal capabilities, potential and limitations related to physical fitness.				*	*	*
C	Understand the processes of fitness conditioning.				*	*	*
C	Understand how climatic conditions can affect lungs and limbs.				*	*	*
C	Understand safety principles as they apply to physical fitness activities.	*	*	*	*	*	*
A	Experience success and enjoyment through participation in physical fitness activities.	*	*	*	*	*	*

Note: *Indicates what students are expected to be able to demonstrate at each level.

GAMES

Acknowledging individual differences, each child will:

	Objectives	Grade Level 1	2	3	4	5	6
P	Stop, start, change direction and speed.	*	*	*	*	*	*
P	Move into spaces and avoid others.	*	*	*	*	*	*
P	Project, receive and retain games equipment with various body parts and implements.	*	*	*	*	*	*
P	Feint and guard an opponent.				*	*	*
P	Move into empty spaces to receive a games object.			*	*	*	*
P	Apply games skills (above) in a variety of modified and informal games situations.			*	*	*	*
P	Improve physical fitness through vigorous and continuous participation in games activities.	*	*	*	*	*	*
C	Understand the difference between offence and defence.		*	*	*	*	*
C	Understand basic games rules and apply them in games situations.			*	*	*	*
C	Understand safety principles as they apply to games activities.	*	*	*	*	*	*
C	Understand basic offensive and defensive strategies.				*	*	*
A	Cooperate in partner and in small group situations.	*	*	*	*	*	*
A	Accept winning and losing in a gracious manner.	*	*	*	*	*	*
A	Experience success and enjoyment through participation in games activities.	*	*	*	*	*	*

Note: *Indicates what students are expected to be able to demonstrate at each level.

GYMNASTICS

Acknowledging individual differences, each child will:

	Objectives	Grade Level 1	2	3	4	5	6
P	Perform a wide variety of actions engaging the whole body in locomotion.	*	*	*	*	*	*
P	Demonstrate a wide variety of body shapes while engaging the whole body in locomotion and/or balance (stillness; e.g., weight bearing).	*	*	*	*	*	*
P	Stretch and curl the body when moving or balancing.				*	*	*
P	Twist and turn the body when moving or balancing.				*	*	*
P	Perform a variety of weight-bearing actions.	*	*	*	*	*	*
P	Combine body actions in simple movement sequences.	*	*	*	*	*	*
P	Demonstrate gymnastics sequences, using different levels, directions and pathways.		*	*	*	*	*
P	Demonstrate gymnastics sequences with variations in speed.			*	*	*	*
P	Perform gymnastics sequences with a partner.			*	*	*	*
P	Perform gymnastics sequences as a member of a small group.			*	*	*	*
P	Apply gymnastics skills to small and large apparatus.	*	*	*	*	*	*
P	Improve physical fitness through vigorous and continuous participation in gymnastics activities.	*	*	*	*	*	*
C	Understand the body parts and their role in relationship to movement, shape and (whole body) function.		*	*	*	*	*
C	Understand personal and general space.	*	*	*	*	*	*
C	Understand safety principles as they apply to gymnastics activities.	*	*	*	*	*	*
C	Know the proper care and handling of equipment.	*	*	*	*	*	*
A	Cooperate with others.	*	*	*	*	*	*
A	Experience success and enjoyment through participation in gymnastics activities.	*	*	*	*	*	*
A	Appreciate the performance of self and others.	*	*	*	*	*	*

Note: *Indicates what students are expected to be able to demonstrate at each level.

DANCE

Acknowledging individual differences, each child will:

	Objectives	Grade Level 1	2	3	4	5	6
P	Demonstrate body awareness through movement involving shape, balance and transfer of weight.	*	*	*	*	*	*
P	Demonstrate space awareness through movement involving direction, level and personal or general space.	*	*	*	*	*	*
P	Demonstrate qualities of movement involving speed, force, flow.	*	*	*	*	*	*
P	Demonstrate relationship through movement with a partner, small group or object(s).	*	*	*	*	*	*
P	Demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli.	*	*	*	*	*	*
P	Participate in a variety of rhythmic dance forms — creative, folk and dance.	*	*	*	*	*	*
P	Improve physical fitness through vigorous and continuous participation in dance activities.	*	*	*	*	*	*
C	Understand various effort qualities in movement.		*	*	*	*	*
C	Understand personal space, general space and the inherent differences between the two.	*	*	*	*	*	*
C	Understand the basic action words.	*	*	*	*	*	
C	Understand relationship changes between parts of one's own body.			*	*	*	*
C	Understand spatial actions and effort actions.					*	*
C	Understand safety principles as they apply to dance activities.	*	*	*	*	*	*
A	Experience success and enjoyment through participation in dance activities.	*	*	*	*	*	*
A	Appreciate the aesthetics of dance.	*	*	*	*	*	*

Note: *Indicates what students are expected to be able to demonstrate at each level.

OUTDOOR PURSUITS

The following activities comprise the outdoor pursuits dimension — ice skating, snowshoeing, cross-country skiing, downhill skiing and orienteering.

Acknowledging individual differences, each child will:

	Objectives	Grade Level 1	2	3	4	5	6
P	Apply and extend basic movement skills in outdoor pursuits; e.g., stop, start, change direction and speed.	*	*	*	*	*	*
P	Improve physical fitness through vigorous and continuous participation in outdoor pursuits.	*	*	*	*	*	*
C	Understand applications of orienteering pursuits skills.	*	*	*	*	*	*
C	Understand the use of clothing and footwear appropriate to outdoor pursuits activities during the winter.	*	*	*	*	*	*
C	Understand safety principles as they apply to outdoor pursuits activities.	*	*	*	*	*	*
A	Cooperate in partner and small group situations.	*	*	*	*	*	*
A	Exhibit positive attitudes toward participation in physical activity out of doors in all seasons.	*	*	*	*	*	*
A	Enjoy participation in low organizational games in the outdoors.	*	*	*	*	*	*
A	Experience success and enjoyment through participation in outdoor pursuits activities.	*	*	*	*	*	*

Note: *Indicates what students are expected to be able to demonstrate at each level.

Special Note: Although outdoor pursuits is considered to be an important part of the well-balanced physical education program, decisions as to what activities should occur will depend upon climate, geography, resources and equipment.

AQUATICS

Acknowledging individual differences, each child will:

Objectives	Grade Level
P Demonstrate aquatics skills in the following areas: - orientation to water - propulsion through water - safety in, on or near the water.	To ensure appropriate sequential development, it is recommended that a program such as the Red Cross Water Safety Program and/or the YMCA Learn to Swim Program be used to meet individual student needs. A minimum of at least one exposure to a swimming and water safety program is the requirement during the elementary years. Decisions as to when that experience should occur will depend upon the time needed, the availability of the facility, qualified personnel, transportation and financial resources. Aquatics is considered a vital dimension of a well-balanced physical education program. An exposure equals ten to twelve well planned lessons.
P Improve physical fitness through vigorous and continuous participation in aquatics activities.	
C Understand the principles associated with buoyancy, body shape and propulsion in the water.	
C Understand safety principles as they apply to activities in, on or near water.	
C Understand the unique contribution of swimming to safety in water-related activities.	
A Participate in swimming and related activities in leisure time.	
A Experience success and enjoyment through participation in aquatics activities.	

TRACK AND FIELD

Acknowledging individual differences, each child will:

	Objectives	Grade Level 1	2	3	4	5	6
P	Throw small objects for distance.	*	*	*	*	*	*
P	Run various distances at differing speeds.	*	*	*	*	*	*
P	Jump for distance and for height.	*	*	*	*	*	*
P	Demonstrate the form and pace associated with running sprints, relays and longer distances.				*	*	*
P	Demonstrate the techniques of starting and finishing running events.				*	*	*
P	Run over obstacles of various heights.		*	*	*	*	*
P	Demonstrate the form associated with the approach, take-off and landing in jumping for height and for distance.					*	*
P	Improve physical fitness through vigorous and continuous participation in track and field activities.	*	*	*	*	*	*
C	Understand the basic techniques applied to running, jumping and throwing events.					*	*
C	Know the basic rules that apply to running, jumping and throwing events at this level.				*	*	*
C	Understand safety principles as they apply to track and field activities.	*	*	*	*	*	*
A	Interact positively with others while involved in running, jumping and throwing activities.	*	*	*	*	*	*
A	Enjoy running, jumping and throwing outdoors.	*	*	*	*	*	*
A	Demonstrate responsibility and cooperation through involvement in various aspects of the track and field program.				*	*	*
A	Experience success and enjoyment through participation in track and field activities	*	*	*	*	*	*

Note: *Indicates what students are expected to be able to demonstrate at each level.

D. BASIC LEARNING RESOURCES

Grades 1 to 3

Elementary School Dance, Grade One. Red Deer School District No. 104.

Elementary School Dance, Grade Two. Red Deer School District No. 104.

Elementary School Dance, Grade Three. Red Deer School District No. 104.

Elementary School Skating. Doreen Ryan. [Grades 2 and 3]

The Fitness Dimension. Alberta Education.

Folk Dance in the Elementary School. Calgary Board of Education.

Gymnastics, A Movement Approach. Calgary Board of Education, 1981.

Intramurals in the Elementary School. Calgary Board of Education, 1982.

K–3 Games. Calgary Board of Education.

Orienteering, Level I. Calgary Board of Education.

Tabloid Sports Day. Calgary Board of Education.

Track and Field in the Elementary School. Calgary Board of Education.

Grades 4 to 6

Basic Skills Series. Calgary Board of Education.
- Basketball-type Games
- Fastball-type Games
- Floor Hockey-type Games
- Football-type Games
- Hand, Paddle and Racquet-type Games
- Relay Games
- Scoopball Games
- Soccer-type Games
- Volleyball-type Games

Cross-country Skiing. Red Deer School District No. 104.

Elementary School Dance, Grade Four. Red Deer School District No. 104.

Elementary School Dance, Grade Five. Red Deer School District No. 104.

Elementary School Dance, Grade Six. Red Deer School District No. 104.

Elementary School Skating. Doreen Ryan.

The Fitness Dimension. Alberta Education, 1982.

Folk Dance in the Elementary School. Calgary Board of Education.

Gymnastics, A Movement Approach. Calgary Board of Education.

Intramurals in the Elementary School. Calgary Board of Education, 1982.

Orienteering, Level I. Calgary Board of Education.

Snowshoeing. Red Deer School District No. 104.

Tabloid Sports Day. Calgary Board of Education.

Track and Field in the Elementary School. Calgary Board of Education.

SCIENCE

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE

Children live in a vast, interesting and expanding world of science and technology. New discoveries, new dimensions of human endeavour, and new understandings change the facts and events of yesterday. Rapid changes in all sectors of human activity have produced phenomenal advances in knowledge and technology. Such changes influence educational practices and, in particular, the approach to science education in the elementary school.

In the past, education has tended to focus on the teaching of facts, with emphasis on rote learning. While this is a natural and obvious goal of schooling, it should not reflect the total educational experience. Particularly important is the development of those skills that lead to orderly inquiry processes. To develop understanding and proficiency in the skills of science, children must be encouraged to investigate phenomena and solve problems in a logical fashion. Observing carefully, collecting relevant data, making logical inferences and communicating their ideas effectively, are consistent with the learning skills that are important in each child's education.

Science is, at one and the same time, a body of knowledge and a process of inquiry. Science experiences should be based on inquiry and should involve students in developing and practising the process skills, in learning new concepts, in developing psychomotor abilities and acquiring positive attitudes toward science and self. The science program reflects the importance of all these components in its curriculum and instruction.

PHILOSOPHY

Elementary science should provide children with opportunities to extend their curiosity and to learn about the natural world through a series of planned learning experiences. By offering a diversity of interesting and challenging experiences, science education will involve children directly in personal rather than vicarious learning. It is through direct learning activities that children develop proficiency with the process skills of science and improve their abilities to think critically. By placing emphasis on these skills, the science activities will help the child to evaluate and assimilate information rather than just accumulate it. Thus, science education should emphasize ways of gaining and processing information rather than learning information itself. Content serves as the context in which important skills and attitudes may be developed.

At the Division One level, the child is in transition throughout the initial stages of intellectual development. Science education provides an opportunity for children to interact with their environment, to discover relationships and to make simple generalizations. The intent

of the program at this level is to encourage and stimulate children's natural curiosity through exploration and discovery while emphasizing the communication skills to express their ideas and to learn from others.

At the Division Two level, the program prepares the child for more formal learning by introducing concepts at a more advanced level. The program maintains its emphasis on the development of the process skills with students actively participating in "hands-on" learning experiences. A variety of topics from the life, physical and earth-space sciences are built into the core program to provide a broad framework of experiences. The program at this level also places an emphasis on the environment and on energy resources with a view to using them responsibly.

B. GENERAL LEARNER EXPECTATIONS

The elementary science program is designed to contribute to the achievement of the overall objectives for science in Alberta.

1. To develop the ability to inquire and investigate through the use of science process skills.

2. To promote assimilation of scientific knowledge.

3. To develop attitudes, interests, values, appreciations and adjustments similar to those that are recognized as appropriate to the scientific endeavour.

4. To develop an awareness and understanding of the environment with positive attitudes and behaviours toward its use.

5. To develop an awareness of the role of science in the causes and resolution of some current social problems.

6. To promote awareness of the humanistic implications of science.

7. To promote an understanding of the role that science has in the development of society and the impact of society on science.

8. To contribute to the development of vocational knowledge and skill.

C. SPECIFIC LEARNER EXPECTATIONS

PROGRAM STRUCTURE

Core/Elective Format

The program of study consists of core and elective components. The core program consists of skills, concepts and attitudes that are to be learned and developed by all elementary school students in Alberta. The suggested allocated time for teaching the core program should range between 70%–80% of the total time allotted for science instruction.

The elective component provides an opportunity for teachers to choose from a variety of topics in order to complete the program in the time given to elementary science. Teachers may select from chapters designated as elective in text programs, appropriate commercially available units of study, and locally developed units. The intent of the elective component is to provide teachers with greater flexibility in planning their programs to meet student needs and to use local resources.

Nature of the Elective

1. The elective portion of the program should comprise approximately 20%–30% of the instructional time allotted for elementary science.

2. The elective portion of the program can be covered on a regular basis throughout the school term; e.g., once a week, twice a month, or be consolidated into larger blocks of time; e.g., two-week units.

3. The content of the elective may be:

   a. an extension of the subject matter in any of the core topic areas
   b. a content area not prescribed as a core topic area but covered by the text series being used
   c. locally developed units as determined by the teacher or school system
   d. determined by student and/or teacher interest.

RECOMMENDED MINIMUM TIME ALLOTMENT

The chart below describes the recommended minimum time allotment for elementary science.

Grades 1 and 2:	75	minutes per week
Grades 3 to 6:	100	minutes per week

Note: The core component of the elementary science program should be covered within the minimum time allotment. Schools not offering religious instruction, or instruction in a language other than English, may increase the minimum time for science or any other subject(s) for an additional 300 minutes per week.

PROGRAM ELEMENTS

The elementary science program is comprised of four main elements: process skills, psychomotor skills, attitudes and science concepts.

Process Skills

The teaching of science as inquiry is the basic instructional strategy recommended in the Alberta elementary science program of study.

Learning to inquire and to think critically are fundamental to science education and to other disciplines in which organized instruction takes place. The formal learning process should begin with experiences that promote development of these skills in their simplest form and in a context and environment appropriate to the age and ability level of the learner. As the student progresses, new and challenging opportunities that develop increased proficiency in critical thinking should be planned and provided.

Inquiry, as the word suggests, is a process of logical and ordered questioning. Questions may arise from a student's own curiosity and from events and situations that are encountered formally and informally. Discrepant or unexplained events arising from personal experiences, or those presented by the teacher in

an instructional setting, should stimulate the student to recall previously learned knowledge and former experiences, and to seek resolutions to the questions or problems raised. The process may result in a satisfactory answer or understanding in the immediate sense, or may lead to the formulation of a plan to gather additional information, and to test ideas (hypotheses and predictions) in the search for solutions and new understandings.

Inherent in the process of inquiry is the development of those skills and strategies that lead to abilities in gathering and applying information toward answering questions and solving problems.

Psychomotor Skills

Psychomotor skills include those skills that involve a coordination between the intellect and muscular movement. In the science program, psychomotor skills are involved in handling and manipulating a variety of materials such as water, sand, rocks, soil, magnets, magnifiers, electrical equipment and living things. In some cases, the skills involve very specific movements requiring careful hand and eye coordination; e.g., measuring activities using balances, metre sticks, graduated cylinders and thermometers. In other cases, the movements are more large-muscle based and simply learned; e.g., feeling objects for texture, pouring liquids, judging the mass of an object by its heft.

Attitudes

Attitudes often determine what we do in given situations. Whether we try something or give up, whether we consider something worth caring about or unimportant—all of these are based on attitudes. The development of strong, positive attitudes toward self and subject matter is one of the main goals of all school programs including elementary school science.

Science Concepts (subject matter)

The elementary science program of study focuses upon three major concept areas.

1. Matter and Energy
2. Living Things and Environment
3. Earth, Space, Time

For each division, topics of study (subject matter) have been identified for each of the concept areas. The student will have an opportunity to develop an understanding of the nature of the world through the study of concepts in life science, physical science and earth-space sciences.

The topics of study are intended to serve as a general survey of the concept areas identified. The intent is to provide students with an introductory understanding of certain aspects of the concept area without delving into great detail or emphasis on abstract ideas. The developmental level of the student must be a prime consideration when presenting concepts that are of an abstract nature. Wherever appropriate, the subject matter should be introduced through an activity-based experience.

Many of the concepts introduced in the elementary science program are further developed, extended or maintained in the junior high science program. It is at the junior high grades or higher, where concepts can be dealt with in a more abstract or complex manner.

Division Specific Objectives

The program of study defines the skills, content and attitudes to be developed and acquired at the end of each division. Hence, the curriculum is division specific and not grade specific.

Relative Emphasis of Program Elements

The following chart suggests the relative emphasis to be accorded to each of the program elements for Division One and Division Two science.

Program Elements	Division One	Division Two
Process Skills	55%	50%
Psychomotor Skills	10%	10%
Attitudes	15%	10%
Subject Matter (concepts)	20%	30%

PROGRAM CONTENT

DIVISION ONE CORE CURRICULUM

"The major emphasis of the elementary science program is on the development of the process skills within the framework of an inquiry approach to teaching science."

PROCESS SKILLS: observing, measuring, classifying, communicating, inferring★, predicting★.

TOPIC OVERVIEW FOR DIVISION ONE

A. Matter and Energy
   Properties of Objects
   Properties of Matter
   Energy

B. Living Things and Environment
   Living Things
   Plants and Animals
   Environment

C. Earth, Space, Time
   Order and Time

Note: For each topic of study, both the subject matter and skills to be taught have been listed. An attempt has been made to include appropriate attitude statements. As well, elective topics related to each area are suggested as possible extensions of the core topics. The suggestions provided in the Comments and Possible Related Elective Topics sections are **not** prescriptive in nature.

★ to be introduced toward the latter part of Division One.

MATTER AND ENERGY—DIVISION ONE

PROPERTIES OF OBJECTS

Subject Matter

Objects can be identified, grouped and ordered on the basis of physical properties such as colour, hardness, size, shape, texture, mass, volume, smell and sound.

Skills

Students will:

- OBSERVE the properties of objects using their five senses.
- COMPARE, ORDER and CLASSIFY objects according to one or more properties.
- DESCRIBE and RECORD their observations of properties of objects.

Attitudes

Students will develop an awareness of the importance of the five senses in helping people to find out about the world around them.

Comments

In some resources, teachers may find the time devoted to this unit to be excessive.

CAUTION: Children should be made aware of the dangers of tasting unknown substances.

Possible Related Elective Topics

Crystals
Collections of leaves, rocks, shells
Soil studies
Hand lens study
Attribute blocks

PROPERTIES OF MATTER

Subject Matter

Matter occupies space, has mass and can be classified into three distinct forms. Solids, liquids and gases each have distinctive properties. Solids tend to retain their shape. Liquids take the shape of their container, can be poured and form drops. Gases occupy space, exert pressure and some are odourless as well as colourless. Matter can undergo changes when properties such as size, shape and state change.

Skills

Students will:

- CLASSIFY given materials as solids, liquids or gases.
- OBSERVE properties and behaviour of solids and CLASSIFY them according to:
  a. metallic – non-metallic
  b. float – sink
  c. soluble – insoluble
  d. magnetic – non-magnetic.
- OBSERVE samples of liquids and CLASSIFY them according to the degree of properties such as:
  a. colour
  b. transparency to light
  c. viscosity.
- OBSERVE and DESCRIBE matter undergoing changes such as freezing, melting, evaporating, heating, cooling.
- OBSERVE that gases occupy space and exert pressure.
- MEASURE and COMPARE masses and volumes of samples of matter.
- DEMONSTRATE various methods of organizing and displaying information gathered.

Attitudes

Students will understand the importance of gathering information through various tests to determine characteristics of a substance.

Comments

Kitchen and household items are a relevant source of materials for this unit.

Children can construct simple balances, using readily available classroom materials.

Activities using eyedroppers, balances and hand lens develop necessary psychomotor skills.

Possible Related Elective Topics

Magnets
Crystals
Rocks
Candles
Balances

ENERGY

Subject Matter

Heat, light, sound and electricity are commonly recognized forms of energy. The sun is identified as the primary source of the earth's energy (both heat and light) as all plants and animals use its energy. Humans are capable of regulating their use of energy.

Skills

Students will:

- NAME, DESCRIBE and CLASSIFY some sources and forms of energy (heat, light, sound, electricity).
- MEASURE changes in heat energy, using a thermometer.
- DESCRIBE, COMPARE and DEMONSTRATE behaviours that conserve energy in their environment.
- IDENTIFY the sun as the primary source of the earth's energy.
- DESCRIBE and DEMONSTRATE ways we use energy in our daily lives.

Attitudes

Students will develop an awareness of the importance of the sun as an energy source for living things.

Develop an awareness that they can exhibit behaviours that demonstrate responsible use of energy.

Comments

Behaviours that demonstrate responsible use of energy should be stressed.

Alberta Energy materials or locally developed units are excellent resources for this topic.

Possible Related Elective Topics

Seasonal changes
The Glut Kit: Grade 3, Alberta Energy
Light
Shadows

LIVING THINGS AND ENVIRONMENT—DIVISION ONE

LIVING THINGS

Subject Matter

All those things that require food and water, grow and reproduce are classified as living. Objects not having all of these properties are classified as non-living.

Skills

Students will:

- CLASSIFY objects as living and non-living.
- OBSERVE, DESCRIBE and CLASSIFY living things according to their unique characteristics and behaviours.

Attitudes

Appreciate the importance of collecting and organizing data.

Appreciate the uniqueness of living things and the value of life.

Comments

The *Flora and Fauna of Alberta Heritage Learning Resources Kit* provides the teacher with a variety of photographic material that can be used for topics in the Living Things and Environment section.

Possible Related Elective Topics

Moulds
Crystals

PLANTS AND ANIMALS

Subject Matter

Plants and animals are living organisms. Each has its specific characteristics and particular needs to sustain life. As living things, all plants and animals grow, require food, water and air, respond to their environment and reproduce their own kind. Plants differ from animals in specific ways relative to the food they eat, how they obtain it, react to stimuli, and move. Plants and animals live in the habitat for which they are best suited.

Skills

Students will:

- CLASSIFY living things as plants or animals.
- DESCRIBE and CLASSIFY plants and animals in various ways; e.g., locomotion, habitat, groups with common characteristics.
- OBSERVE, MEASURE, DESCRIBE and RECORD stages in growth of plants.
- OBSERVE and DESCRIBE characteristics of seeds; e.g., size, shape, dispersal.
- DESCRIBE proper care of plants, and animals such as pets.

Attitudes

Students will develop a sensitivity and respect for living things.

Develop a positive attitude about the importance of providing necessary care for living things.

Comments

Students should have the opportunity of planting seeds and caring for plants themselves.

Children at this age welcome the responsibility of caring for classroom animals and plants.

Construction of classroom terraria and/or aquaria can promote investigation of different habitats and stimulate class interest.

CAUTION: Teachers need to be aware of student allergies to plants and animals before introducing these into the classroom.

Possible Related Elective Topics

Alberta Flora and Fauna units
Pets
Classroom animals
In-depth study of a particular species; e.g., Alberta's provincial bird (great horned owl)
Terraria/aquaria
Trees
Life cycles; e.g., brine shrimp, mealworms

ENVIRONMENT

Subject Matter

Our environment includes all of our surroundings, human-made and natural. It plays an important role in our lives. Humans can change the environment in many ways.

Skills

Students will:

- OBSERVE, IDENTIFY and DESCRIBE those changes in the environment that have resulted from human activity.
- INFER the consequences or outcomes of changes, human-made and natural, that occur in the environment.
- IDENTIFY various parts of an environment, and begin to infer their interdependence.

Attitudes

Students will develop an awareness and sensitivity toward the environment, and begin to recognize interdependencies.

Appreciate the importance of actively participating in the protection and improvement of the environment.

Comments

This topic should be dealt with primarily through outdoor studies and interaction with the environment.

Recommended use of outside resource people; e.g., Fish and Wildlife, Alberta Environment.

Possible Related Elective Topics

Different environments; e.g., desert, prairie, forest, alpine
Animal studies
Soil studies
Winter studies
Environmental studies; e.g, pond water, streams, pollution

EARTH, SPACE, TIME—DIVISION ONE

ORDER AND TIME

Subject Matter

Events may be regular or irregular in frequency and order. Some events occur in sequences that have varying time durations. Some changes, such as freezing and melting, are reversible, and others, such as rusting and rotting, are not reversible.

Skills

Students will:

- OBSERVE, DESCRIBE, MEASURE and RECORD changes that occur in their environment.
- OBSERVE, DESCRIBE and MEASURE changes that occur over varying periods of time.
- OBSERVE, DESCRIBE and ORDER changes that occur in a regular pattern.
- INFER that observed changes may be classified as reversible or not reversible.

Attitudes

Appreciate the importance of collecting, organizing and recording data.

Recognize the continuity and inevitability of change.

Comments

Examples of changes that the students could investigate are day/night, seasons, weather, plant and animal growth, freezing/melting, rusting/rotting, crystal and mould growth, and erosion.

Possible Related Elective Topics

Crystals
Dinosaurs
Fossils
Seasons
Moulds
Stream study

DIVISION TWO CORE CURRICULUM

"The major emphasis of the elementary science program is on the development of the process skills within the framework of an inquiry approach to teaching science."

PROCESS SKILLS:	observing, measuring, classifying, communicating, inferring, predicting, controlling variables, interpreting data, defining operationally ★, formulating models ★, hypothesizing ★, experimenting ★.

TOPIC OVERVIEW FOR DIVISION TWO

A. Matter and Energy
   Changes in Matter
   Sound
   Light
   Electricity
   Energy Resources and Conservation

B. Living Things and Environment
   Environmental Factors
   Adaptations
   Environment and Ecosystems

C. Earth, Space, Time
   Weather
   Water and Land

Note: For each topic of study, the subject matter and skills to be taught have been listed. An attempt has been made to include appropriate attitude statements. As well, elective topics related to each area are suggested as possible extensions of the core topics. The suggestions provided in the Comments and Possible Related Elective Topics sections are **not** prescriptive in nature.

★ to be introduced with lighter emphasis.

MATTER AND ENERGY—DIVISION TWO

CHANGES IN MATTER

Subject Matter

Matter can be changed in shape, size, state and composition. Energy is involved in every change in matter, and in such changes some energy is lost to our use. Adding energy may result in changes of physical properties as well as changes of state such as melting and evaporating. Removing energy leads to condensing and freezing, as well as size changes. Changes of shape, size and state are usually easily reversed. Changes of composition, such as rusting or burning, usually involve relatively large amounts of energy and are not easily reversed.

Skills

Students will:

- OBSERVE, DESCRIBE and INFER changes in the state, shape, size and composition of matter.
- INFER that change has taken place by using such indicators as litmus or Bromothymol Blue (BTB).

Skills (continued)
- OBSERVE that heating matter results in expansion, and cooling results in contraction.
- OBSERVE processes, such as rusting and burning, and INFER that such processes result in changes in composition because they are not easily reversed.
- OBSERVE processes, such as evaporating/condensing, freezing/melting, and INFER that such processes result in changes in state, shape or size because they are easily reversible.

Attitudes

Recognize that change continues to take place in their environment.

Comments

Students will have difficulty recognizing that energy is conserved in most changes, or that it is involved in such processes as rusting. It is not easily measurable or observed in many cases. Note that expansion of water when it freezes is a rare exception to the common occurrence of matter contracting when cooled.

CAUTION: Safety considerations are important when dealing with very cold or very hot materials.

Possible Related Elective Topics

Crystals

SOUND

Subject Matter

Sound is a form of energy produced by vibrating objects. Sound travels only through matter and in all directions from the source. Sound may be transmitted, reflected or absorbed. Materials differ in their ability to transmit sound. The loudness of a sound decreases with the distance from the source. Sounds that are unpleasant, because of loudness and other characteristics, are termed noise.

Skills

Students will:
- OBSERVE, DESCRIBE and DEMONSTRATE conditions necessary to produce sound.
- IDENTIFY and CONTROL variables that cause changes in sound.
- OBSERVE and INFER that solids transmit sound better than liquids and gases.
- OBSERVE that sound becomes less audible as the distance from the source increases.
- DEMONSTRATE that materials vary in their ability to transmit, reflect or absorb sound.
- INFER some of the possible effects that sound of various kinds has on people and the environment.

Attitudes

Develop a positive attitude concerning the impact of excessive sound on our health and well-being.

Comments

The last item in Subject Matter will allow students an opportunity to explore pleasant aspects of sound (e.g., music), as well as identify and discuss sources of noise, and the impact noise has on people and the environment.

Possible Related Elective Topics

Noise pollution
Making simple musical instruments
Acoustics

LIGHT

Subject Matter

Light is a form of energy that tends to travel in straight lines and can be reflected, refracted and absorbed. Materials differ in their ability to influence light. The intensity of light decreases with the distance from the source. White light is a combination of all the colours of the spectrum. Prisms, lenses and mirrors influence the behaviour of light.

Skills

Students will:

- DEMONSTRATE that a beam of light can be reflected or refracted, and the degree to which this happens depends on the colour, lustre and composition of the material.
- OBSERVE that an object can be seen when it reflects light, or is a source of light.
- OBSERVE light reflecting off a mirror, and INFER that light usually travels in a straight line.
- PREDICT possible paths of light under various conditions.
- OBSERVE that light becomes less intense as the distance between the observation and the source increases.
- OBSERVE and DESCRIBE the effect that lenses, mirrors and prisms have on light.

Attitudes

Students will develop an appreciation of instances where light and optics are useful in everyday life.

Value the importance of the eye, understand the problems accompanying blindness, and obey eye safety principles and practices.

Comments

It is advisable to use a clear aquarium or vertical filament bulb in your light box for light refraction investigations.

Activities using lenses, prisms, mirrors (mirror cards) help students develop psychomotor skills.

CAUTION: Instruct the children not to observe direct sunlight.

Possible Related Elective Topics

Pinhole photography
Optical illusions
Study of the spectrum

ELECTRICITY

Subject Matter

Electricity is a form of energy that can be transmitted through a variety of materials. Simple electric circuits can be constructed using a bulb, wire and a cell. In a simple circuit, components of the system can be manipulated to demonstrate their effect on the circuit. Circuits can be open (incomplete) or closed (complete). Certain materials are better conductors of electrical energy than others.

Skills

Students will:

- CONSTRUCT simple electric circuits, using a bulb, wire and a cell.
- CONSTRUCT and DEFINE OPERATIONALLY open and closed circuits.
- CONTROL VARIABLES in a simple circuit to show their effects on the circuit.
- PREDICT the effects on simple circuits when bulbs, wire and cells are connected in different ways.

Skills (continued)
- INFER the path that electricity travels in hidden circuits.
- TEST the transmission of electricity through a variety of materials, and INFER that some materials conduct electricity better than others.

Attitudes

Appreciate safe use of electricity.

Appreciate the increasing importance and role of electricity in related technologies.

Comments

Students should have experience in using batteries, bulbs and wires in exploring different ways to make simple circuits. Such experiences will not only aid learning but also help students develop psychomotor skills.

CAUTION: Electrical sources should be limited to dry cells.

Possible Related Elective Topics

Magnets and electromagnets
Constructing electrical models

ENERGY RESOURCES AND CONSERVATION

Subject Matter

Energy exists in many forms and can be classified as renewable or non-renewable. Alternative energy resources include wind, running water, biomass, solar and nuclear. Intensive energy use by humankind has resulted in changes in the environment. Conservation of energy and development of alternative sources are essential to our future well-being.

Skills

Students will:
- IDENTIFY and DESCRIBE examples of energy forms and uses.
- CLASSIFY energy resources as renewable or non-renewable.
- COMPARE alternative energy sources; e.g., solar, wind and nuclear energy.
- GATHER, ORGANIZE and INTERPRET data about energy use, and INFER the effects of this use on the environment.
- DEMONSTRATE ways in which energy use can be conserved in the home and the school.

Attitudes

Develop an awareness that people can exhibit behaviours that demonstrate responsible use of energy.

Comments

This topic is conducive to integration with social studies. Principles of conservation are readily adapted to daily behaviours in the classroom, such as turning out the lights.

Possible Related Elective Topics

Models of solar collectors
Hot dog cookers
Windmills
Energy Sleuth Kit: Grade 6, Alberta Energy

LIVING THINGS AND ENVIRONMENT—DIVISION TWO

ENVIRONMENTAL FACTORS

Subject Matter

Organisms live in habitats that have environmental factors favourable to their survival. These environmental factors include temperature, light and moisture. Organisms respond to changes in the environmental factors within their habitats.

Skills

Students will:

- DESIGN and CONSTRUCT systems to determine how organisms respond to changes in their environment.
- CONTROL VARIABLES such as temperature, light and moisture, and describe the response of the organisms to these changes.
- INFER the types of natural habitats, or organisms, from their response to factors such as temperature, light and moisture.

Attitudes

Acquire a sensitivity for the nature of systems.
Recognize the importance of considering the interdependence of environmental factors.

Comments

Students should have experiences in planning and arranging ways to find out how organisms, such as mealworms or sowbugs (isopods), respond to variations in environmental factors like temperature, light and moisture.

Possible Related Elective Topics

Investigate small animals and their habitats, in the students' immediate environment.
Plan and construct aquaria or terraria to house simple organisms; use previously learned skills to care for small organisms.

ADAPTATIONS

Subject Matter

Structural or behavioural adaptations are characteristics of plants and animals, in response to environmental stimuli, that contribute to their continued survival. Adaptations help protect organisms from predators, get food, eat and move.

Migration is a behavioural adaptation; while protective colouration or camouflage is a structural adaptation.

Some organisms develop through stages of a life cycle, with each stage exhibiting special adaptive characteristics.

Plant and animal adaptations can form the basis for classifications such as predator–prey, herbivore–omnivore–carnivore.

Skills

Students will:

- OBSERVE plant and animal characteristics and behaviours, and INFER their adaptive function.
- CLASSIFY adaptations as behavioural or structural.
- TRACE the life cycle of an organism, and DESCRIBE the special adaptive characteristics at each stage.
- CLASSIFY animals as predator or prey, on the basis of their special adaptations.

Attitudes	Comments
Develop an appreciation for the beauty and uniqueness of living things.	Students should have the opportunity to make personal observations of life cycles of organisms, such as frogs, mealworms and brine shrimp. Students could design an imaginary plant or animal that has adapted to a certain environment.

ENVIRONMENT AND ECOSYSTEMS

Subject Matter

The earth environment influences and is influenced by physical factors of weather and radiation, and by life forms, particularly humans. In the total earth environment, changes seem to be occurring in the composition of the atmosphere, the quality of the water and the productivity of the land due to the impact of humankind. The well-being of all living things is determined by the combined effects of all environmental factors.

The interaction of all factors involving communities of living things may be studied as an ecosystem where populations share resources of matter and energy in meeting survival needs and maintaining continuity of the community.

Skills

Students will:

- OBSERVE and DESCRIBE the characteristics of a local environment.
- COLLECT and RECORD information regarding the interacting factors within an environment.
- CLASSIFY components of an environment as living or non-living.
- CLASSIFY living components of an environment as producer, consumer or decomposer.
- INFER interactions and interrelationships to describe a food chain within an environment.
- IDENTIFY possible causes of change in a particular system.
- INFER possible effects of changes that may occur in an ecosystem.

Attitudes	Comments
Awareness of the wholeness of our environment and the importance of each component to other components and the entire environment. Sensitivity to the special influence of humans, and their activities, on the environment as a whole. Sensitivity to the consequence of some of the changes wrought by humans upon certain species of plants and animals.	Field trips to explore a variety of environments, the building and maintenance of terraria and aquaria in the classroom, and the study of the characteristics of certain regions through films and slide series, will increase student motivation and enhance the students' comprehension. Reports and projects by students deriving from these studies provide opportunity to apply learning to familiar situations.

Possible Related Elective Topics

Studies of populations; e.g., dandelions
Impact studies of local environments
Endangered species
Animal/habitat conservation

EARTH, SPACE, TIME—DIVISION TWO

WEATHER

Subject Matter

Changes in temperature, humidity and pressure in the atmosphere contribute to the pattern of weather we experience. Weather factors can be measured with various instruments, such as thermometers, anemometers, barometers and rain gauges.

Skills

Students will:

- GATHER, RECORD and GRAPH weather data, and on the basis of previous patterns, PREDICT possible future weather conditions.
- CONSTRUCT simple weather instruments, and use them to measure and record weather factors.

Attitudes

Since weather phenomena involve the complex interaction of several factors, students should recognize that forecasts are guesses at best and may well apply to small regions within the forecast area.

Comments

Students can use records of weather factors in a local, designated area to develop a climate profile for that area. Students can compare their observation of weather factors with average values over time (climate) to show both trends and fluctuations.

Possible Related Elective Topics

Mini-climate studies

WATER AND LAND

Subject Matter

Wind and running water change the land surface through erosion and deposition. The quality of water is affected by its own erosive action and by human activity.

Skills

Students will:

- OBSERVE and DESCRIBE changes in physical features of the earth, and INFER that the earth's surface is in continuous change.
- OBSERVE changes in the surface of the land caused by wind and running water, and INFER that these have altered some of our major land forms over time.
- OBSERVE and INFER the stages (phases) of the water cycle.
- OBSERVE, DESCRIBE and INFER that the quality of water (and water systems) is influenced by natural phenomena and human activity.

Attitudes

Awareness of the constructive and distinctive changes continually taking place through erosion and deposition, and the enhancement of these effects from human activity. Sensitivity to the total consequences of the reduction in quality of water and the loss of soil.

Comments

This topic is ideally suited to out-of-classroom activities and studies extended over the year. Comparison of a series of photographs of an area that has been eroded will allow students to extend effectively the observation time of these slow processes.

SUGGESTED ELECTIVE TOPICS

Topic	Suggested Division	Suggested Resources
1. Trees	Division One	*Budding Twigs* – ESS *Trees* – 5/13 *Forest Appreciation* – WEDGE
	Division Two	*Trees* – EYE *Budding Twigs* – ESS *Studies for Woodlands* – Ryerson *Flora & Fauna Kit* *Seeing Through Trees* – WEDGE
2. Mapping	Division One	*Mapping* – ESS
	Division Two	*Mapping Small Places* – EYE
3. Winter Studies	Division One	*Snow and Ice* – EYE *Miniclimates* – EYE
	Division Two	*Snow and Ice* – EYE *Miniclimates* – EYE *The Snow Book* – WEDGE
4. Crystals	Division One	Library references
	Division Two	Library references
5. Rocks and Minerals	Division One	*Rocks and Charts* – ESS
	Division Two	*Rocks and Charts* – ESS
6. Soil Studies	Division One	*There's Dirt in the Forest* – WEDGE
	Division Two	*Studying Soil* – Ryerson *Running Water* – EYE *Grounds for Erosion* – WEDGE
7. In-depth Life Studies; e.g., fish, reptiles, insects, birds, mammals, dinosaurs, plants	Division One and Division Two	*Flora & Fauna Kit* *Question Mark Trail* *Trees* – 5/13 *Eggs and Tadpoles* – ESS *Small Creatures* *Dandelion* – EYE *Studying Mammals* – Ryerson *Studying Insects* – Ryerson *Studying Birds* – Ryerson *Studying Plants* – Ryerson *Mealworms* – EYE *Brine Shrimp* – ESS *Birds* – EYE *Life of Beans and Peas* – ESS *Microgardening* – ESS *Minibeasts* – 5/13 Series *The Jolly Green Classroom* – WEDGE
8. Dinosaurs	Division One	Library references
9. Fossils	Division Two	Library references

Topic	Suggested Division	Suggested Resources
10. Environmental Studies	Division One and Division Two	*Tracks* – ESS *Pond Water* – ESS *Studies for Open Places* – Ryerson *Studies for Woodlands* – Ryerson *Studying Streams* – Ryerson *Flora & Fauna Kit* *Miniclimates* – EYE *Ecology of Your Community* – EYE *Pollution* – EYE *Minibeasts* – 5/13 *Stream Tables* – ESS *Running Water* – EYE *The Pond Book* – WEDGE *The Creek Book* – WEDGE *Science on a Kite String* – WEDGE *There's Dirt in the Forest* – WEDGE *Cast Your Class to the Wind* – WEDGE
11. Space Travel	Division One and Division Two	Library references
12. Microscope Studies	Division Two	*Small Things* – ESS *Microgardening* – ESS *Cells* – Text resources
13. Light and Shadows	Division One	*Light and Shadows* – ESS
	Division Two	*Optics* – ESS
14. Astronomy	Division Two	*Daytime Astronomy* – ESS *Astronomy* – EYE Text resources
15. Simple Machines	Division One	
	Division Two	
16. Magnetism and Electromagnets	Division One	
	Division Two	
17. Heat	Division Two	*Heating and Cooling* – ESS
18. Populations	Division One	*The Dandelion* – EYE
	Division Two	
19. Projects –collections –Science Fair –constructing models –care of living things –consumer product testing –student interest	Division One	*Drops, Streams and Containers* – ESS *Pendulums* – ESS *Time* – 5/13
	Division Two	*Batteries and Bulbs II* – ESS *Science on a Kite String* – WEDGE *Classroom Cameras* – WEDGE *Kids and Kites* – WEDGE

D. BASIC LEARNING RESOURCES

Berger et al. *Houghton Mifflin Science.* Houghton Mifflin Canada Ltd., 1979.

Blecha et al. *Exploring Science.* Doubleday Canada Limited, 1977.

Rackcastle et al. *STEM Sciences.* Addison-Wesley, 1980.

Multicomponent Resources

Education Development Center. *Elementary Science Study (ESS).* McGraw-Hill Ryerson Limited, 1967–75.

- *Attribute Games*
- *Balloons and Gases*
- *Batteries and Bulbs*
- *Behavior of Mealworms*
- *Brine Shrimp*
- *Changes*
- *Clay Boats*
- *Coloured Solutions*
- *Gases and Airs*
- *Growing Seeds*
- *Heating and Cooling*
- *Ice Cubes*
- *Kitchen Physics*
- *Life of Beans and Peas*
- *Light and Shadows*
- *Musical Instrument Recipe Book*
- *Mystery Powders*
- *Optics*
- *Pond Water*
- *Sink or Float*
- *Small Things*
- *Starting from Seeds*
- *Whistles and Strings*

MacDonald 5/13 Science. GLC Publishers Ltd./Nelson, 1972–76.

- *Change 1 and 2 and Background*
- *Early Experiences.* Stage 1
- *Early Explorations: Using the Environment*
- *Investigations.* Part 1 and 2
- *Tackling Problems.* Part 1 and 2

Science in Action Series. McGraw-Hill Ryerson Limited, 1973–76.

- *The Outdoors: Studies for Open Places*
- *The Outdoors: Studies for Woodlands*
- *Studying Birds*
- *Studying Insects*
- *Studying Mammals*
- *Studying Plants*
- *Studying Soil*
- *Studying Streams*

Science: A Process Approach II. Ginn and Company/Delta Education Inc., 1974.

- Grade 1 – Modules 1 to 15
- Grade 2 – Modules 16 to 30
- Grade 3 – Modules 31 to 45

SEEDS Foundation. *The Energy Literacy Series.* SRA Publishers, 1981. [Grades 1–6]

Thier et al. *Rand McNally SCIIS.* Delta Education Inc., 1978.

Physical/Earth Science Sequence

- Level 1 – *Material Objects*
- Level 2 – *Interaction and Systems*
- Level 3 – *Subsystems and Variables*
- Level 4 – *Relative Position and Motion*
- Level 5 – *Energy Sources*
- Level 6 – *Scientific Theories*

Wentworth et al. *Examining Your Environment.* Holt, Rinehart and Winston of Canada Ltd., 1975–77.

- *Birds*
- *The Dandelion*
- *Ecology of Your Community*
- *Mapping Small Places*
- *Miniclimates*
- *Pollution*
- *Small Creatures*
- *Your Senses*

SOCIAL STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

> "The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."
>
> *Secondary Education in Alberta,* June 1985

Social studies is a school subject that assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and the humanities. The content also serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The social studies program takes the following factors into account:

- **The Nature and Needs of the Learner:** The expected learnings are consistent with the social and intellectual maturity of the students.
- **The Nature and Needs of a Changing Society:** The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.
- **The Nature of Knowledge in Each Subject Area:** The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.
- **The Learning Environment:** The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate their information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a variety of situations.

Therefore, the concept of the learners as receivers of information should be replaced with a view of the learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

B. GENERAL LEARNER EXPECTATIONS

RESPONSIBLE CITIZENSHIP

Responsible citizenship is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges and keep pace with an ever-changing world. Therefore, emphasis is placed on learning social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, skills and attitudes acquired from the school, the family and the community.

In order to understand why people act the way they do, one has to examine their underlying reasons for action, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (values analysis, decision making) is incorporated in the skill objectives.

KNOWLEDGE OBJECTIVES

To be a responsible citizen, one needs to be informed about the past, as well as the present, and to be prepared for the future by drawing on history and the social science disciplines. The knowledge objectives should take into account the history of our community, the growth of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a general rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

SKILL OBJECTIVES

Skills are taught best in the context of use rather than in isolation. While the skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially but are intertwined with the knowledge and attitude components.

Skill objectives for social studies are grouped into the following categories:

Process Skills	– skills that help one acquire, evaluate and use information and ideas.
Communication Skills	– skills that help one express and present information and ideas.
Participation Skills	– skills that help one interact with others.

Specific skills have been identified for each topic for organizational purposes. However, skills can be developed using any of the topics in a grade as a vehicle. Because not all of the skills are specific to social studies, many may be introduced, developed, used and/or reinforced in other subject areas. Teachers need to monitor student needs to introduce the skill at the appropriate level.

Inquiry

Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences, using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues that need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Questions and Issues for Inquiry". This list of questions and issues is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful and of interest to students. Questions and issues can be teacher or student generated.

Questions and issues may be investigated using different inquiry strategies. Critical and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision-making models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, creative thinking skills must be applied. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to determine a solution to a question or problem (who, why, what, where, when, how). Decision making is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. The strategies provided in curriculum documents vary from elementary through secondary levels. (The 1981 Process for Social Inquiry is an example of a decision-making model.)

A Model for Problem Solving

- Understand the Question/Problem
- Develop Research Questions and Procedures
- Gather, Organize and Interpret Information
- Develop a Conclusion/Solution

A Model for Decision Making

- Understand the Issue
- Develop Research Questions and Procedures
- Gather, Organize and Interpret Information
- Think of Alternatives
- Make a Choice
- Take Action (if feasible and desirable)

ATTITUDE OBJECTIVES

The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, learning in an atmosphere of free and open inquiry, and the development of a feeling of joy and excitement in learning.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students will be encouraged to develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

C. SPECIFIC LEARNER EXPECTATIONS

TOPICS OF STUDY

The program represents a balance between the immediate social environment and the larger social world; between small group and societal problems and issues; among local, regional, national and global affairs; among past, present and future directions; and among Western and non-Western cultures. Choices have been made that, of necessity, include some topics in the curriculum at the expense of others. Topics have been chosen that complement other subject areas and avoid unnecessary repetition of material from previous social studies grades.

The elementary curriculum focuses on the child and his or her family, school and community and then goes beyond self to an exploration of other families and communities. Case studies and examples selected to develop the topic objectives should be meaningful and of interest to the particular students and their immediate community. Within each topic, the geographic setting is to be used to develop and maintain geographic skills.

The study of current affairs adds considerably to the relevance, interest and immediacy of the social studies program. Current affairs will be handled as inclusions in and extensions of curricular objectives, not as separate topics isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance, provided that a balanced approach that encourages the goals of responsible citizenship is employed, and the prescribed objectives of the course are met.

The objectives identified for each topic are mandatory. In addition to the identified topics, teachers are encouraged to spend time on topics of interest to students that meet the goals of the program. These topics and issues can be selected in consultation with parents and community groups. The choice of topics and issues will depend upon the developmental level of the students and upon the current concerns at local, provincial, national and international levels. All activities should further the citizenship intent of the entire curriculum.

GRADE 1

FOCUS: ME AND OTHERS

TOPIC A — MY SCHOOL

This study focuses on the child as a participating member of the classroom and school. Roles and responsibilities of the student and other individuals within a school, and their interrelationships, should be examined in this study. The intent of this unit is to help students recognize that they are an integral part of their school and that their contributions are of importance.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions

How can we help other people in the school do their jobs more effectively; e.g., principal, caretaker, teacher, secretary?
How can we assist others with their learning?
How can I help make learning exciting for my friends and myself?
How can we cooperate with other students?
How can we show respect for each other; e.g., students, adults?
How can I be a better member of the school?
How does the school help me?
Why should we work together in the classroom/school?

Issues

Who should be responsible for the playground? Room clean-up? Library? Art room and/or science room, etc.?
Who should be responsible for making rules?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**The school is a place where people come to learn, work and play.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The school, and each room in the school, has a purpose.	school	• name of the local community and school • location of rooms and areas in the school and schoolyard • uses of rooms and areas in the school • significance of the Canadian flag in the school • purpose of the school
Each member in my school has special responsibilities.	responsibility	• responsibilities of a student to the total school; e.g., learning, cooperation • people in the school and their responsibilities

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
My school has rules.	rules	• rules in one's school, including classroom and playground • reasons for rules, and the importance of observing them
People in my school cooperate with each other.	cooperation	• ways in which students affect the roles of adults in the school • ways in which other individuals in the school affect students • examples of cooperation in a school
Respect for people in the school is important.	respect	• ways people show respect for each other (students, adults), such as: - listening to others - helping others - talking to others - playing with others

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information through viewing and listening
- identify the purpose of an interview and/or field study
- gather information by interviewing person(s) within the school, using questions generated by the class
- arrange events, facts and/or ideas in sequence
- classify pictures, facts or events in categories; e.g., responsibilities of people in school

Geography/Mapping

- use simple maps to locate specific areas within the school and the school within the community
- make and use simple map(s) and/or model(s) of the classroom and/or school
- use pictures or develop symbols to represent real things on a map
- give verbal directions, using relative terms for different locations in school; i.e., near, far, left, right, under, over, back, front
- predict distances in relative terms; e.g., nearer, farther

Analyzing/Synthesizing/Evaluating

- generate rules needed in the classroom
- draw conclusions about the roles and responsibilities of people at the school
- identify and examine alternative solutions to problems at school; i.e., dilemmas others face in the classroom, playground and/or school

COMMUNICATION SKILLS

- express ideas orally and pictorially
- participate in individual and/or cooperative (teacher-student) writing of sentences and/or stories
- complete a sentence stem and/or pattern

PARTICIPATION SKILLS

- stay on task
- willingly take turns in discussions
- participate cooperatively in group work
- plan and carry out one or more activities aimed at promoting cooperation and demonstrating shared responsibility within the school

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- pride in one's school
- positiveness and responsibility toward school and learning
- willingness to cooperate with students and adults
- satisfaction in exercising one's role as a responsible member of the school
- respect for others in the school

GRADE 1

FOCUS: ME AND OTHERS

TOPIC B — MY FAMILY

This study focuses on the roles and responsibilities of family members. The major focus of this unit is the importance of cooperation and shared responsibilities. The intent of the study is to help students recognize that they are an integral part of their family unit and that their contributions are of importance. The students will also recognize the importance of the contributions made by other family members.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions

How do family members work together?
How do family members contribute to a family; e.g., love, responsibility?
What are my responsibilities in my family?
What other responsibilities could I take on in my family?
How are the responsibilities of family members affected by change; e.g., new baby, moving?
What would be a fair share of work within the family?
How do families solve problems?

Issues

Should family members be paid for jobs around the home?
Should family members be treated equally; e.g., bedtime, allowance?
Should all family members have the same responsibilities; e.g., pet care, chores?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION: **All family members have responsibilities.**		
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Families are similar.	family	• membership and size of families • shared family activities; e.g., eating together, playing a game, watching television
Family members have different responsibilities.	responsibility	• responsibilities of family members • contributions to the family unit, such as love, caring, sharing, helping others, completing jobs

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Responsibilities of family members may change.	change	• changes families may face; e.g., new baby, children mature, children leave home, families move, parent changes careers, parent loses job, foster children, adoption, separation or divorce, death • how responsibilities and ways of living may change to meet changing conditions
Families solve problems in different ways.	cooperation	• ways family members solve problems; e.g., discussing, planning, completing jobs, cooperation

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- gather information, using a questionnaire developed by the class on the membership and responsibilities of family members
- acquire information by listening attentively and with purpose to the ideas and feelings of others
- recognize and acquire information from a variety of sources; e.g., pictures, charts, photos, films, books, stories
- categorize pictures, facts or events as similar, different, related or unrelated

Analyzing/Synthesizing/Evaluating

- compare and draw conclusions about types of families
- compare and draw conclusions about varying roles and responsibilities of family members
- propose appropriate action when a family responsibility cannot be fulfilled; e.g., through role exchange
- examine and generate alternative solutions to problem situations

COMMUNICATION SKILLS

- express ideas and feelings about their family and other families, pictorially and orally
- role play the dilemmas others face while handling family responsibilities
- express ideas by using a sentence stem, by using patterning and/or through personal writing; e.g., on cooperation and responsibilities

PARTICIPATION SKILLS

- seek help when required
- willingly take turns in class discussions; e.g., sharing information about the family
- participate cooperatively in group work
- plan and carry out one or more activities aimed at promoting cooperation within one's own families

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- acceptance of a variety of family structures, including one's own family
- self-worth, by recognizing that one can assume important responsibilities
- appreciation of others, by recognizing the efforts of their family members in fulfilling their responsibilities within the family
- satisfaction in exercising one's role as a responsible member of the family

GRADE 1 **FOCUS: ME AND OTHERS**

TOPIC C **OTHER CANADIAN FAMILIES**

This study is the first formal orientation to Canada as a multicultural society. The common elements of family life will be explored as well as the traditions of families. The families to be studied should be chosen according to the interests and backgrounds of students. Traditions of Canadian families should be examined by focusing on several of the following: language, food, clothing, special days, celebrations, music, crafts and recreation. The intent of this study is to help students recognize the similarities and uniquenesses of Canadian families and to help them view these similarities and differences as positive aspects of a multicultural society.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions
What traditions do Canadian families have that are similar? Different?
Why do Canadian families have many common traditions?
How do Canadian families have fun?
What special days and holidays do nearly all Canadian families observe?
What special days are celebrated by only some Canadian families?
What traditions of those we have studied would you like your family to practise? Why?

Issues
Should Canadian families share their traditions?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**Canadian families may keep traditions that have been passed on through the years.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Families keep traditions that have been passed down from their parents and grandparents.	traditions	• ways traditions are passed on include different foods, clothing, language, special days, music, crafts, celebrations, recreation • traditions held by one's own family • the cultural origin(s) of one's own family, a friend or any chosen person
Canada is made up of families who have common traditions and traditions special to themselves.		• traditions held by Canadian families • similar traditions held by Canadian families – recreation – special days/celebrations

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Respect for traditions held by Canadian families is important.	respect	• ways to show respect for family traditions, such as: – compliments – want to learn – try to understand

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- gather information by surveying family members
- identify main idea(s) by listening attentively to the ideas and feelings of others
- acquire and interpret information from pictures, books, filmstrips and/or films on traditions held by Canadian families
- make a chart to compare traditions of Canadian families

Geography/Mapping

- recognize the globe as a model of the earth
- distinguish between land and water symbols on globes and maps
- identify and locate own community on a wall map

Analyzing/Synthesizing/Evaluating

- draw conclusions about traditions held by Canadian families

COMMUNICATION SKILLS

- give a brief oral presentation; e.g., describing one or more traditions
- participate in cooperative (teacher–student) and/or individual writing and illustrating of a chart or story dealing with traditions of Canadian families

PARTICIPATION SKILLS

- willingly take turns in class discussions; e.g., sharing information on various traditions
- work cooperatively with a partner/group
- behave courteously when working with others
- offer encouragement and approval to those with whom one works
- plan and carry out an action aimed at sharing a family tradition with others

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- respect for the rights and opinions of others
- pride for the uniqueness of one's own cultural heritage
- appreciation, acceptance and respect for the similarities and differences in traditions held by Canadian families

GRADE 2

FOCUS: PEOPLE TODAY

TOPIC A — PEOPLE NEARBY

This study focuses on the people in the students' immediate community and how these people organize to meet their needs. Emphasis of the unit will be on the homes, schools, occupations and recreation of the students and their families. After examining how the community organizes to meet the needs of students, examine how the people in the community organize to meet the needs of two or more individuals and/or groups; e.g., aged, handicapped, pre-school children, teenagers. The specific examples developed should be relevant to the students and their community. The intent of this study is to promote the development of positive attitudes, interaction abilities and the appreciation, understanding, and tolerance of others' needs.

The focus of Grade 2 is on people in a community. Because the distinction between community and neighbourhood is complex, for the purposes of this grade, community and neighbourhood can be used synonymously.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

How are our needs met in our community?
How do people's needs differ?
How are other people's needs met in our community?
Why are there different services/facilities for different people?
How can different individuals/groups cooperate with each other to meet their needs?
How can we show appreciation of and respect and tolerance for other groups, and their needs?

Issues

Should the needs of individuals/groups be met; e.g., recreational facilities, schools, busing, senior homes?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**People in my community cooperate to meet the needs of its members.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
All people have similar needs.	needs	• needs: food, shelter, clothing, affection
People's needs are met in different ways.		• select case studies; e.g., aged, handicapped, pre-school children, teenagers • ways needs are met

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
People in my community meet some of their needs through services/ facilities.	community services/facilities	• services/facilities in own community; e.g., hospitals, swimming pools, libraries, clinics, senior citizen homes, day-cares, drop-in centres • recreation • occupation • schools
Services/facilities meet the needs of different people in different ways.		• select several services/facilities that meet different needs of people; e.g., school, library
People cooperate with each other in our community to meet needs.	cooperation	• ways people cooperate; e.g., parent/ school cooperation, block parents, food bank, planning for wheel chair ramps, volunteer work, building foster homes, group homes, recreation centres, senior homes and hospitals
Respect for people's needs is important.	respect	• ways of showing respect, such as: – being friends – sharing books – talking to people – reading with them – visiting them – helping when in need – playing a game with them – listening attentively – allowing for privacy – sharing concerns

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information to answer questions by viewing, listening and reading
- identify the purpose of a field study and/or interview; plan procedures, rules of behaviour, questions to be asked, and things to watch and/or listen for
- collect and record data on a pictograph and/or bar graph, and compose a title for data collected
- arrange events, facts and/or ideas in sequence; e.g., tasks in preparing for a field trip and/or an interview

Geography/Mapping

- construct a simple map and/or model of the community; e.g., showing location of various services/facilities
- read simple maps; e.g., school, playground, community
- develop a simple legend using own symbols to represent real things on a map

- compare pictures, aerial photographs, and/or models with maps of the same area
- use relative terms of direction and distance; e.g., near/far, here/there, left/right

Analyzing/Synthesizing/Evaluating

- draw conclusions about how one's own needs and others' needs are met within the community
- draw conclusions about how services/facilities accommodate one's needs and needs of others
- generate examples of ways to cooperate within one's own group as well as with other groups
- generate examples of ways to show appreciation and respect toward others and their needs

COMMUNICATION SKILLS

- express ideas orally, pictorially and/or through role playing; e.g., on how individuals and/or groups cooperate in own community
- express ideas through individual and/or cooperative (teacher–student) writing of sentences and/or stories

PARTICIPATION SKILLS

- seek help when required
- willingly take turns in discussion and play
- behave courteously when working with others
- plan and carry out an activity aimed at promoting understanding and cooperation between individuals and/or groups

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- respect for the rights and opinions of others
- appreciation, respect and tolerance of other people's needs
- appreciation and respect for the community services/facilities
- empathy for the problems faced by individuals/groups as they attempt to meet their needs

GRADE 2

FOCUS: PEOPLE TODAY

TOPIC B — PEOPLE IN CANADA

This study focuses on the people in different Canadian communities and how these people meet their needs. Emphasis in the unit will be on homes, schools, occupations and recreation in each of three or more different communities; e.g., farm, town, inner city, fishing village, Indian reservation, suburb, acreage, their similarities and differences, and the reasons why these exist. The intent of this study is to develop an understanding that people in Canadian communities have similar needs that may be met in a variety of ways.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

How are Canadian communities alike? Different?
Why are Canadian communities alike in many ways?
Why are there some differences in the ways Canadian communities meet their needs?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**People in Canadian communities meet their needs in various ways.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada is a country of many communities.	community country	• name of own community, province and country • the words to "O Canada" • own home address • Canada has ten provinces and two territories (awareness level only)
There are similarities and differences in the way people in Canadian communities meet their needs.	similar different	• how needs are met in different communities—types of homes, schools, occupations and recreation that exist in each of the communities studied • how the land and the location of a community can affect how people fulfil their needs

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- use and interpret visual materials such as pictures, charts, films
- use the title of a book as a guide to content about specific communities
- acquire information to find answers to questions by reading
- distinguish between a story and a factual account about Canadian communities
- record information on an individual chart and/or class retrieval chart

Geography/Mapping

- locate own community on a globe and a map of Canada
- on a wall map of Canada, locate communities being studied
- locate features on a map, using a simple legend
- identify the cardinal directions of communities studied in relation to one's own community
- on a globe, identify that north is toward the North Pole and south is toward the South Pole
- determine distance on a map, using relative terms; e.g., near/far, here/there

Analyzing/Synthesizing/Evaluating

- compare similarities and differences of communities studied
- analyze how physical environment affects the way people meet their needs
- draw conclusions about the similarities Canadian communities share

COMMUNICATION SKILLS

- express ideas orally on how people meet their needs in Canada, giving consideration to content, audience, pronunciation, enunciation and use of social studies vocabulary
- write several sentences comparing how a need is met in two different Canadian communities

PARTICIPATION SKILLS

- make meaningful contributions to discussions, supporting ideas with facts and reasons
- participate cooperatively in group work
- behave courteously when working with others
- observe rules in group work
- offer encouragement and approval to those with whom one works

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for the ways various Canadians live

GRADE 2

FOCUS: PEOPLE TODAY

TOPIC C — PEOPLE IN THE WORLD

This study focuses on people in different parts of the world and how they meet their needs. Emphasis will be on environment, homes, schools, occupations, recreation, food, and the language of the people of two or more communities from different countries. The intent of the unit is to develop an appreciation and understanding of, and respect for people in other parts of the world, and how those people meet their basic needs. Use current resources to give an accurate portrayal.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

How do people in other parts of the world meet their needs?
In what similar way do they meet their needs compared to the way we meet our own?
In what way do they meet their needs differently?
Why do people in different parts of the world meet their needs in different ways?
How can we show respect for people in other parts of the world?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**All people have similar needs, but how these needs are met varies from place to place throughout the world.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Each country in the world is made up of many communities.	country world	• location of selected communities • communities in a country may be similar or different
There are similarities and differences in the way people in world communities meet their needs.	similarities differences	• how needs are met—types of homes, schools, occupations, and recreational facilities in each of the communities studied • the staple foods of the country • languages spoken
The environment affects the way needs are met.	environment	• how the environment affects the way needs are met
Respect for other people and their way of life is important.	respect	• ways of showing respect, such as: – try to understand – want to learn about – accept differences

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify the main idea through listening and viewing
- acquire information to answer questions, using a variety of sources; e.g., pictures, photographs, charts, films, books
- classify and organize information on a chart about homes, food, occupations, schools, recreation, language and environment

Geography/Mapping

- recognize the globe as a model of the earth
- recognize that small objects and distances on maps in reality represent larger objects and distances
- distinguish between land and water symbols on globes and maps
- locate the country studied on a classroom map/globe relative to location of Canada

Analyzing/Synthesizing/Evaluating

- compare the places being studied with one's own
- draw conclusions about the effect of the environment on how needs are met
- draw conclusions about the similarities in the way people meet their needs
- generate ways to show respect for other people

COMMUNICATION SKILLS

- orally, share information giving consideration to content, vocabulary, pronunciation and enunciation; e.g., about a picture or model
- compose a title for a story, paragraph and/or picture
- write a page of a diary, journal entry and/or keep a learning log
- express in writing, applying the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics

PARTICIPATION SKILLS

- work independently
- work cooperatively with a partner
- stay on task
- willingly take turns in discussions

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation, respect and tolerance for people in different parts of the world and the variety of ways in which these people meet their needs

GRADE 3

FOCUS: COMMUNITIES

TOPIC A MY COMMUNITY IN THE PAST, PRESENT AND FUTURE

Students will study the history of their own community and/or area from the past to the present by examining the changes that took place in the past, are taking place today, and predicting what changes may occur in the future. Throughout the study, emphasis will be on the contribution of individuals and groups to a community (past, present). Locally developed materials can be used, as well as having community members as resource people.

Because this is the students' first introduction to the study of history, it should contribute to the development of new interest and desire to partake in future historical studies. "Past", "present" and "future" are dealt with in terms of time as "before", "now" and "after", not as specific dates. **This unit is not intended to be an in-depth study.** The aim of the unit is to increase students' awareness of changes in their community.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions
How has our community changed? Why has our community changed?
What are the advantages and disadvantages of change in our community?
Why do communities change?
What can I do to contribute to the future I want for my community?
How would I like my community to be in the future?
In what ways can change be controlled?

Issues
Should our community try to stay the way it is, or change; e.g., keep old buildings, maintain local schools, maintain same recreational areas, traffic patterns, shopping malls?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION: **Changes in my community have taken place over time.**		
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Changes in my community have taken place in the past, are taking place today, and may occur in the future.	community change past present future	• indefinite time concepts such as past, present, future, long ago, before, after • time and place relationships (setting) • what the community area was like before settlers came • the reasons for settling the area; e.g., land, natural resources, climate, opportunity

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• changes in several of the following: food, shelter, clothing, transportation, communication, education, land use and/or inhabitants • causes and effects of change • positive and negative results of change
People in the community contribute to change.	contribution	• contributions of people in the community (past and present) • ways an individual/group can contribute to change

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and location of information; e.g., print, non-print, interviews, survey
- acquire information by listening to or reading simple historical accounts
- collect information through direct observation in the community and by interviewing parents and/or community resource people
- identify the purpose, plan procedures, rules of behaviour, questions to be asked, and things to watch and listen for during field studies and/or interviews
- examine the success of the planning and enactment of the field study or interview
- arrange events, facts and/or ideas in sequence

Geography/Mapping

- read and interpret map symbols on a map of a local area
- locate one's own community in relation to others in Alberta, using a map of Alberta
- compare relative distances between communities; e.g., near/far
- use cardinal directions
- make a simple map, with a legend, to show location of known places in the community
- identify reasons for settlement and development by using pictures, aerial photographs and/or historical maps

Analyzing/Synthesizing/Evaluating

- compare information gained from two different sources to see if it is similar or different
- draw conclusions about community changes, past and present
- generate ways an individual can influence change
- identify and assess the choices an individual has, about whether to accept or reject change
- predict future changes in the community

COMMUNICATION SKILLS

- on a simple class time line, record events in the community's history
- write a diary entry, journal entry and/or make an audiotape recording; e.g., about an important individual in your community's past, and/or predicting life in the future
- draw or collect pictures of ways in which the community has changed or may change
- compose a title for a story, paragraph, picture, graph, map and/or chart

PARTICIPATION SKILLS

- make meaningful contributions to discussions, supporting ideas with facts and reasons
- participate in a small group discussion or activity by following established rules
- stay on task
- offer encouragement and approval to those with whom one works
- plan, carry out and evaluate an action that would contribute to the community; e.g., volunteer work, preserving some aspect of the community's past or initiating some change

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- interest in local history
- appreciation for change
- self-competence; an individual can influence change

GRADE 3

FOCUS: COMMUNITIES

TOPIC B COMMUNITIES NEED EACH OTHER

This study focuses on the economic interdependence between Canadian communities. Students study their own community, as well as selected communities across Alberta and/or Canada, to become aware of some of the goods and services each community provides and that are exchanged between selected urban and/or rural communities in Canada. Although the unit focuses on interdependence, the word interdependence need not be used with students. The intent of this study is to develop an awareness of the need for exchange of goods and services between communities.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

Why do communities exchange goods and services?
Why do different communities produce different goods? Provide different services?
What are the advantages and disadvantages to the exchange of goods and services?

Issues

What factors should we consider when buying goods/services from other communities; e.g., distance, cost, availability, need?
Should communities depend on each other for goods and services?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**Communities depend on each other for the exchange of goods and services.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
People have needs and wants.	wants	• difference between needs and wants
Goods produced and services available in one community (urban/rural) may be different from those goods produced or services available in other communities.	goods services urban rural	• difference between goods and services • goods produced in rural/urban communities • services available in rural/urban communities • influence of geographic factors on goods produced/services available; i.e., location, climate, type of land, resources available • examples of communities established because of their ability to produce goods/provide services for others

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Goods and services are exchanged between communities.	exchange	• goods/services brought into rural/urban communities • ways goods are transported and services delivered • advantages of the exchange of goods and services, such as: – convenience – variety – sharing of ideas – leads to new friendships – gives more free time • disadvantages of the exchange of goods and services, such as: – competition – loss of farmland – resource depletion – air and water pollution – ecological damage

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- use and interpret pictures, charts, tables and graphs
- acquire information by surveying one's own home to find out where goods used by the family are made
- locate information by using title, table of contents, index, glossary, card catalogue and/or call numbers
- select pertinent information (main and supporting details) on a topic from materials heard, viewed or read

Geography/Mapping

- locate on a map and name own province and country
- on a simple map of Canada, locate selected communities under study
- on a globe, identify that north is toward the North Pole and south is toward the South Pole
- compare aerial photographs, pictures and/or models with maps of the same area
- compare maps of the same area drawn to a different scale
- compare relative distances between communities under study
- read and interpret simple map legends on different kinds of maps
- on a map of Canada, illustrate the origin of goods used by one's own family
- sketch routes on a prepared map to show how goods travel between communities
- use computer programs related to mapping skills (where appropriate software and hardware are available)

Analyzing/Synthesizing/Evaluating

- classify examples of goods and services, needs and wants and/or goods produced in rural and urban communities
- summarize the advantages and disadvantages of the exchanges of goods/services
- draw conclusions about the positive and negative aspects of exchanging goods and services between communities

COMMUNICATION SKILLS

- record the findings of a survey on a simple bar or pictograph
- use maps, graphs, sketches and/or charts
- write a paragraph on the exchange of goods between two communities

PARTICIPATION SKILLS

- work independently on an assigned project
- participate cooperatively in group work after taking part in making the rules for group work
- accept the role of leader and follower, as the situation requires
- offer encouragement and approval to those with whom one works

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for the exchange of goods and services between communities
- awareness of some of the problems associated with the exchange of goods and services
- appreciation for the role that the exchange of goods and services plays in students' lives

GRADE 3

FOCUS: COMMUNITIES

TOPIC C — SPECIAL COMMUNITIES

This study focuses on one or more communities in which people are attempting to perpetuate a distinctive lifestyle. The people may live in or belong to a culturally distinctive community. Communities selected for this multicultural study should be located in Alberta and/or Canada. One of the studies will focus on a contemporary Native community (Indian, Metis, Inuit). The intent of the unit is to develop an increased sensitivity to the cultures and lifestyles of other Canadians and an awareness that interaction with other people may bring about change.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions
How do people keep their customs and traditions?
Why do people keep their customs and traditions?
Can we keep our customs and traditions and still be members of a larger group?

Issues
Should people keep their customs and traditions; e.g., language, celebration of holidays, traditional dress, traditional forms of shelter?
Should we be concerned with others' feelings about change?
Should individual differences affect how people treat each other?
Should people in special communities be allowed to live as they want?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**Some people prefer to live in or belong to a special community so they can keep their customs and traditions.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
People keep their customs/traditions in similar ways.	customs/traditions	• ways people keep customs/traditions; e.g., holidays, language, religious practices, education, location, dress • common customs/traditions; e.g., Canada Day, birthdays • customs/traditions special to a particular group; e.g., Chinese New Year, Sun Dance, Ukrainian Easter eggs • reason for living in or belonging to a special group/community • contributions made by special groups; e.g., food, music, clothing, games, livelihood, attitudes, housing)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The customs/traditions kept by people may change.	change	• ways interaction may result in changes or pressures to change; e.g., media: radio, television; press: personal contact, occupation, mobility, telephone, schools • how people in the selected community respond to change; i.e., accept, accommodate, reject
Respect for people who live in or belong to a special community is important.	respect	• ways of showing respect, such as: – try to understand – want to learn about – accept differences

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and locations of information; e.g., print, non-print, interviews, surveys
- acquire information to answer questions through listening, viewing and reading
- acquire information by skimming materials to select specific information and/or supporting details
- distinguish between fictional stories and factual information about people in communities

Geography/Mapping

- read and interpret map symbols that represent places, boundaries and distances
- locate the communities under study relative to one's own community by reading and interpreting simple maps
- describe the location, using intercardinal directions (NW, SE, SW, NE)
- compare distance on a nearer, farther basis from one's own community to other communities studied

Analyzing/Synthesizing/Evaluating

- examine case study descriptions of communities to identify ways people perpetuate their lifestyle
- identify differences in perspectives (the way people see things) and the underlying values of those people/individuals who may choose to change some specific of their lifestyle and those who desire to remain the same

COMMUNICATION SKILLS

- chart or draw a picture to show the contributions made to society by culturally distinctive groups
- orally, present information on a community, giving consideration to content, audiences, social studies vocabulary, pronunciation and enunciation
- present information in written form, applying the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics

PARTICIPATION SKILLS

- observe established group or class rules
- participate cooperatively in group work and class discussions by contributing ideas
- plan and carry out an action that would show an appreciation of someone else's way of maintaining a tradition

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- respect for someone's opinion and viewpoint
- appreciation, understanding and tolerance of people who maintain a distinctive lifestyle
- appreciation of the contributions made to society by culturally distinctive groups
- understanding of the forces that temper change in a distinctive community

GRADE 4

FOCUS: ALBERTA

TOPIC A ALBERTA: ITS GEOGRAPHY AND PEOPLE

This study focuses on the geography of Alberta; the regions and natural resources. Throughout the unit, emphasis is placed on the interrelationships between people and their environment, as well as the impact people have on their environment. How natural resources are used and the resulting impact on Albertans and the environment are examined. Choose two natural resources; e.g., oil, water, forests, coal, land; one renewable and one non-renewable resource, for an in-depth study. The intent of the unit is to develop an increased sensitivity to the importance of using natural resources wisely.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions
How do Albertans make use of their natural resources?
What is the effect of technology on the location, development and use of natural resources?
Do the natural resources in Alberta supply all our needs?
How does our way of using natural resources affect/influence our environment?
Are we conserving our resources for future generations?

Issues
Should people make major changes in their physical environment to meet their needs?
Should resource development be allowed regardless of location or previous designation of land use; e.g., provincial park, agricultural land, reserve, archaeological reserve, historical site, wildlife sanctuary?
How should we use natural resources in ways that best benefit Albertans and others?
Should we use our natural resources without limitations?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**The availability and use of natural resources affects people and their environment.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The environment can affect the way people live.	environment	• geographic regions of Alberta; e.g., mountains, foothills, plains, lowlands and rivers/lakes; with emphasis on the natural resources specific to each region • the ways in which the environment (climate, landforms) affects people and the way they live (for example, because Southern Alberta is dry and flat, sheep and cattle ranching predominate)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• the natural and human-made components of the environment; e.g., natural: rivers, forests, water; human-made: dams, buildings, roads
Our way of life and our environment are affected by the presence and use of natural resources.	natural resources renewable resources non-renewable resources	• natural resources available in Alberta; e.g., land, water, fossil fuels, animals, forests, minerals • difference between a renewable and a non-renewable resource • people modify and change the environment according to their needs; e.g., the construction of roads • ways in which natural resources affect people and the way they live; e.g., oil industry in Fort McMurray provides jobs, so people move there • changes in technology can affect our use of natural resources; e.g., pipelines can transport oil and gas to markets much quicker than by other means
Conservation is important to Alberta's future.	conservation	• reasons for conservation • ways to conserve our natural resources and protect our environment, such as: – walk to the store instead of using the car – turn off the lights when leaving a room – use appropriate receptacles for garbage

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources of information; e.g., print, non-print, interviews, survey
- locate information, using library skills to choose appropriate resources for research
  - find different categories of books, according to the Dewey Decimal System
  - use a card catalogue to find call numbers
  - use call numbers to find resources
  - use a card catalogue to learn that a book is listed three ways: by subject, by author and by title
  - use files to obtain pamphlets, pictures, clippings, etc.
  - use table of contents, index, glossary
- select pertinent information from newspapers, magazines and pamphlets
- acquire information by reading to find the main idea and supporting details

- acquire information and draw inferences from pictorial resources; e.g., pictures, graphs, charts
- gather information by conducting a survey of opinions on conservation of Alberta's resources
- organize information through the use of pictures, charts, graphs and reports accompanied by a title
- interpret the relationships and draw inferences from graphs, tables, charts
- use computer programs to assist in the study of specific content areas (where appropriate software and hardware are available)

Geography/Mapping

- use and interpret aerial photographs and maps of Alberta
- describe the location, using cardinal and intercardinal directions
- locate and describe major geographical regions and specific geographical features such as lakes, rivers, cities and mountains
- use maps of different scales and themes (e.g., natural resources) in an atlas
- make an outline map of Alberta, accompanied by developed symbols and a legend showing major cities, mountains and main rivers
- orient desk outline, textbook and atlas maps correctly to the north
- compare distances in kilometres to places under study
- use colour contour and visual relief maps to visualize the nature of the areas shown

Analyzing/Synthesizing/Evaluating

- analyze how changes in technology can affect our use of natural resources
- analyze how the use of a natural resource can affect the rest of the environment
- predict the consequences of misusing natural resources
- compare and contrast points of view and underlying values; e.g., about how Alberta's resources are used
- draw conclusions about the use of renewable and non-renewable resources

COMMUNICATION SKILLS

- use simple illustrations, charts and graphs to support written work (two- to four-sentence paragraphs)
- use an illustration (e.g., cartoon, poster) to show how natural resources are used, or the importance of conservation
- organize information on a topic, using a simple outline, webbing, retrieval chart, etc.
- in a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- make meaningful contributions to discussions, supporting ideas with facts and reasons
- participate in a small group discussion or activity by following established rules
- cooperate and compromise to solve group problems
- plan, carry out and evaluate an action aimed to demonstrate conservation

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation of the impact that people can make on the environment
- concern for the needs of future Albertans
- appreciation of and pride in the beauty of the natural environment
- cooperation in efforts to conserve
- respect for someone's opinion, viewpoint and property

GRADE 4

FOCUS: ALBERTA

TOPIC B ALBERTA: ITS PEOPLE IN HISTORY

This study focuses on the people who have contributed to Alberta's history and development, beginning with the original inhabitants, and tracing the people in Alberta's history. It focuses on the lives of Albertans through the following case studies:

A Native community, a fur trading settlement, and one or more of the following:

- a homestead settlement (1890–1939)
- immigration of a specific group, or immigration into a specific area (1880–1930)
- the Great Depression (1929–1939)
- World War II (1939–1945)
- boom years (1947–)

The intent of this study is to show students that a changing world often results in a changing lifestyle.

The approach of selecting specific people and/or events for an in-depth historical study is intended to develop an interest in and an appreciation of people and events in history. It is not a chronological political history.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions

How have changes and challenges caused Albertans to adjust their lifestyle?
How have Albertans adjusted their lifestyles to meet changes and challenges?
What was the Native people's way of life before the coming of the Europeans?
How did the Europeans influence the Native people's way of life; e.g., livelihood, family life and political structure? How did the Natives influence the European's way of life?

- ★ How did the waves of immigration influence Albertans?
- ★ What implication did the Depression have for the people of Alberta?
- ★ How did the war years affect family life, employment, leisure, education and supply of goods?
- ★ What impact did the influx of homesteaders have on Alberta?; e.g., Why did they come? What did they bring? How did they influence the lifestyle of Albertans? What was their contribution to the province?
- ★ How did the boom years affect Albertans?

(★As applicable to topics chosen for an in-depth study.)

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**People and events in the history of Alberta have affected each other, as well as development and settlement.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The contact between the Natives, the fur traders and the settlers in Alberta's history brought changes to their lifestyles.	lifestyle history	• the Native lifestyles before European influence • how the fur traders and settlers brought about change to the Native people's lifestyle; e.g., by introducing Christianity, technology and law enforcement; by killing buffalo; by building fences; immigration; by the introduction of alcohol; and by the signing of treaties • how the Natives affected the lifestyle of the traders and settlers; e.g., food, hunting practices, transportation
Albertans have been affected and challenged by historical events.	⋆immigration ⋆depression ⋆settlement (⋆ As applicable to topics chosen for an in-depth study.)	• the lifestyle of the Albertans of the period studied and the agents that affected their lifestyle; e.g., agriculture, church, depression, wars, industry ⋆ the changes effected by settlement and immigration; e.g., cultural groups settling in one area, building of new towns, railroad expansion, learning a new language, cultivating the land, rural to urban, expansion of a market and the availability of goods, cooperation with other cultural groups ⋆ what the Great Depression was and its effect on the lives of the people of Alberta, in urban and rural centres ⋆ what World War II was and how it affected the lives of Albertans ⋆ what the boom years were and how the boom years affected the lifestyle of Albertans ⋆ what changes Albertans had to make to their lifestyle in order to cope with conditions during the war, depression, settlements, boom years (⋆ As applicable to topics chosen for an in-depth study.)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Albertans throughout the history of Alberta have contributed to its development.	contribution	• how people and groups of people contributed to the development of Alberta, such as: – different groups of people worked together in a team effort – shared knowledge with others; e.g., about medicine, food, transportation, hunting – cleared land and established farmsteads – built railways, towns – defended our country – contributions of individuals

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by reading, viewing and listening to identify the main idea and supporting details
- gather information by:
  - identifying the sequence of ideas or events
  - identifying time and place relationships (setting)
  - identifying cause–effect relationships
  - using definite time concepts such as decade and century
  - calculating the length of time between two given dates
- acquire information by conducting an interview and/or field study to make use of community resources; e.g., museum, senior citizens' home
  - use planned procedures
  - record and summarize information from the interview/field study
  - assess the success of the planning and enactment of the field study and/or interview
- organize information by classifying pictures, facts and events under main headings/categories
- organize information by arranging events in chronological order; e.g., time line in order to establish a framework

Geography/Mapping

- use historical maps and map legends to locate the territories occupied by different Indian tribes, major fur trading posts and communities under study
- give possible reasons for the location of the major fur trading posts, fur trade routes, railroads and settlements, such as towns or cities

Analyzing/Synthesizing/Evaluating

- compare and contrast the changes faced by several of the following: Natives, the fur traders, settlers, the people living during the Great Depression and World War II
- identify how events in Alberta's history affected the lifestyle of Albertans

COMMUNICATION SKILLS

- orally present information on a period of Alberta's history, based on prepared notes and supported by pictorial materials giving consideration to the audience, use of social studies terms, content and organization
- express ideas, in sentence and/or paragraph form, on how change has affected the lifestyle of Albertans, supporting main idea with appropriate detail
- role play a historical event or show Albertans' adjustment to a changing lifestyle
- write a page of a diary or journal entry, or present information on an audiotape recording

PARTICIPATION SKILLS

- participate cooperatively in group work by helping to make the rules, divide up the tasks, assign jobs and evaluate the group's performance
- accept the roles of leader and/or follower, as the situation requires
- plan and carry out an action that shows appreciation for a person/group of people in Alberta's history

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation of the contributions made by the many people/groups in Alberta's history
- appreciation of and tolerance toward the decisions made by Albertans in different times and under different circumstances

GRADE 4

FOCUS: ALBERTA

TOPIC C ALBERTA: A COMPARATIVE STUDY WITH QUEBEC

This study focuses on the similarities between Alberta and Quebec. Geography, resources, occupations, leisure activities, language and customs will be compared in the study, but the main emphasis is on people. The links that exist between the provinces as well as the contributions of Albertans and Quebecois to the Canadian way of life are examined. Quebec was chosen to provide a comparative study of an area where there are some aspects of culture and language that are different from Alberta. The intent of the unit is to develop an awareness of Canada as a bilingual country, and to develop understanding, appreciation and increased sensitivity to another region of Canada that has similarities and differences.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

What are the similarities in Albertans' and Quebecois' lifestyle? Differences?
Why are there differences in language, customs and lifestyle?
How do these differences enrich the lives of Albertans? Quebecois?
What can we learn from one another?
What can we share with each other?
What changes would a family have to make moving from one province to another?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**There are similarities and differences in the way people in Alberta and Quebec live.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
There are similarities and differences in Alberta's and Quebec's geography and lifestyle.	geography lifestyle	• the major geographic regions and natural resources of Alberta and Quebec • the major leisure activities, languages, occupations, customs and traditions of Albertans and Quebecois • symbols of two provinces; e.g., flags, crests, official flowers, birds • the similarities and differences in lifestyle between Albertans and Quebecois • links between Alberta and Quebec, such as language, sports, tourism, music, being Canadian • some of the ways that people maintain culturally distinct lifestyles; e.g., food, dress, holidays, language, recreation, religion, music

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada is a bilingual country.	bilingual	• the major language of Quebec is French and the major language of Alberta is English • official languages of Canada are English and French • words to "O Canada" in French • advantages of knowing more than one language
The Quebecois and Albertans have contributed to the Canadian way of life.	contributions	• some of the contributions made; e.g., music, food, games, sport, clothing, art, literature, entertainment, technology

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by selecting and using books appropriate for the purpose; e.g., texts, encyclopedias, reference books, atlases
- locate information in an encyclopedia by using key words, letters on volume, index and cross-references
- organize information by classifying pictures and/or facts under main headings/categories
- integrate and organize the information gained from previous experience and from listening and viewing, with that gained from books, magazines, newspapers and pamphlets
- record information on graphs and/or charts, comparing the physical geography, resources, occupations, leisure activities, language, customs and/or traditions
- use computer programs (where appropriate software and hardware are available)
  - to assist in the study of specific content areas
  - to simulate situations impractical to reproduce in the classroom
  - to write a paragraph

Geography/Mapping

- read, use and interpret different map legends and symbols; e.g., abbreviations commonly found on maps and globes
- compare maps of the same area drawn with different scales
- make comparisons between the two provinces, using maps of the same scale
- using maps of Canada, find Alberta's location relative to Quebec and the other provinces
- on maps and globes, locate one's own community, province, country and other communities being studied
- identify on a map projection that north is toward the North Pole and south is toward the South Pole
- identify cardinal and intercardinal directions, using the direction finder; e.g., north arrow on a map

Analyzing/Synthesizing/Evaluating

- draw conclusions about the similarities and differences between Alberta and Quebec
- predict the changes in lifestyle an individual may have to make to adapt to a move from Alberta to Quebec and/or from Quebec to Alberta
- draw conclusions on how one might maintain one's individual lifestyle while adapting to a new community

COMMUNICATION SKILLS

- take notes in point form collected from various sources
- orally present information on a specific topic giving consideration to pronunciation, enunciation, content and organization
- make a table of contents to organize the unit
- role play, showing adapting to a move from one province to another
- in one or more paragraphs, express ideas on the similarities and differences between Alberta and Quebec

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- contribute to the various functions of group work as recorder, reporter, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- accept and abide by the decision of the group, or share and defend a different point of view
- learn from criticism and suggestion; and give constructive criticism and suggestions

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for the many similarities and differences shared by Canadians
- appreciation of the value of understanding two or more languages
- respect for someone else's opinion, viewpoint or language
- appreciation for the bilingual nature of Canada

GRADE 5

FOCUS: CANADA

TOPIC A CANADA: ITS GEOGRAPHY AND PEOPLE

This study focuses on the human and physical geography of Canada. The study includes people in Canada; where they live; how they make their living and how they relate to their environment (climate, vegetation, natural resources, physical features, land use). The intent of this unit is to develop an awareness of the diversity in Canada's physical geography and an understanding of the role geography plays in determining where and how Canadians live.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions
How do Canadians use their land and natural resources?
How does the Canadian environment affect the choices Canadians make in their lifestyle?
How does the environment affect us as individuals?
Do we have a choice in the way we adjust to our environment?
How do we change our environment?

Issues
How should Canadians be altering their environment?
How should Canadians adapt to a changing environment; e.g., resource depletion, pollution, economic conditions, population distribution?

KNOWLEDGE OBJECTIVES

The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**The environment plays a major role in determining where and how people in Canada live.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada has distinct physical regions and political divisions.	physical regions political divisions	• major distinctive characteristics of physical regions and political divisions • difference between physical regions and political divisions • difference among continents, countries, provinces and territories • the location of Canada on the earth's surface; i.e., hemisphere, continent, oceans • the name of the provinces, territories and their capitals • vegetation patterns, climate and soil zones related to latitude

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment.	lifestyle environment	• examples of how Canadians modify and adapt to their environment • the relationship between natural resources and occupations • the relationship between population distribution and transportation • how the physical features of a region affect natural resources, occupations, population distribution and transportation

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and locations of information; e.g., print, non-print, interviews, surveys
- acquire information (main ideas and supporting facts) on a specific topic by reading, skimming, listening and viewing
- gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures, atlases
- organize information by using different types of graphs, charts and/or diagrams
- use computer programs (where appropriate software and hardware are available):
  - to assist in the study of specific content areas
  - to simulate situations impractical to reproduce in the classroom
  - to write a paragraph or report

Geography/Mapping

- locate places, using an atlas
- identify, locate and label on a map:
  - Canada in the world
  - Canada in North America
  - capital cities, provinces and territories of Canada
  - physical regions of Canada
- read and interpret maps/legends of Canada showing:
  - political divisions
  - physical features; e.g., mountain ranges, Great Lakes, seaway and major rivers
  - major natural resources within regions
  - population distribution
  - transportation routes
- identify on a globe and on a map of the world the continents and major bodies of water
- choose the best map for a specific purpose, recognizing that there are many kinds of maps for different purposes
- use latitude to locate places on a wall map
- compare maps of different areas to show that smaller scales must be used to map larger areas
- orient outline, textbook and atlas maps correctly to the north
- in kilometres, compare distances to places under study
- study colour contour and visual relief maps, and visualize the nature of the areas shown

Analyzing/Synthesizing/Evaluating

- draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution and transportation
- analyze case studies of how Canadians have modified and/or adapted to the environment
- from physical geography and latitude, infer human activities and ways of living

COMMUNICATION SKILLS

- summarize information from a variety of sources by writing two or more well-organized paragraphs, supporting main idea(s) with appropriate details
- collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.
- illustrate the choices Canadians have in adapting to change in their environment

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- cooperate and compromise to solve group problems
- make meaningful contributions to discussions, supporting ideas with facts and reasons
- plan, carry out and evaluate an action that shows responsible use of the environment

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for how the environment affects the way Canadians live, and how an individual can affect the environment
- concern for the future of Canada's natural resources
- objectivity for how Canadians have changed their environment
- respect for someone else's viewpoint or opinion

GRADE 5

FOCUS: CANADA

TOPIC B EARLY CANADA: EXPLORATION AND SETTLEMENT

Students investigate some of the historical events and issues relating to the discovery, exploration and settlement of New France and the Hudson Bay area. Major emphasis should be placed on the intercultural contact that occurred among Natives, explorers, missionaries and settlers in these two areas.

The Native groups to be studied should include examples from Eastern Canada with whom the French and British interacted during this time. Explorers studied should include Cabot, Cartier, Champlain, Hudson, Frobisher, Kelsey, Radisson and Groseilliers. The study should focus on the French settlers in New France and the British settlers in the Hudson Bay area. The intent of the study is to develop an understanding of the intercultural contact between Europeans and the Natives, and to develop an awareness of the origin of the bilingual nature of Canada. It should also develop an appreciation of and an interest in our Canadian heritage, as well as an understanding of how learning from history can help us better understand Canada today. This topic is not a chronological study of Canadian history; rather, it is a selected study of several events with an emphasis on the people of that time period (a social history up to the 1800s). Political history will be a topic of study in Grade 8.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

Why did people become explorers? What were the reasons for exploration?
How did topography influence exploration? Settlement?
How and why did the Natives contribute to exploration and settlement?
How and why did the Natives oppose settlement?
How did the Natives, explorers, missionaries, fur traders and settlers in Canada's early history affect each other?
How did the history of New France and the fur trade in the Hudson Bay area determine the way Canada is today?

Issues

How should we treat newcomers?
Should people try to influence each other?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**Exploration and settlement cause groups to have influence on each other, resulting in changes in the way people live.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Contact between people in Canada's early history prior to and during exploration and settlement brought changes to their lives.	history exploration settlement	• lifestyles of Native groups prior to settlement, such as Algonquin, Huron, Iroquois and Cree • contact between Native groups resulted in advantages and disadvantages for each group

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• reasons for exploration • lifestyles of the explorers • reasons for settlement • lifestyle in the settlements in the Hudson Bay area (fur traders) and in New France; e.g., settlers, seigneurs, fur traders, missionaries • the way physical features; e.g., landforms, waterways, climate, influenced discoveries, exploration and settlement of Canada • problems faced by the Natives, explorers, missionaries and settlers in the initial settlement era
Contact between people in Canada's early history frequently resulted in competition, cooperation and conflict.	competition cooperation conflict	• contact between Natives and Europeans; i.e., explorers, settlers, missionaries; resulted in advantages and disadvantages for each group (cooperation, competition, conflict) • the role of competition in the fur trade; i.e., Hudson Bay Company and Northwest Company
Our history contributed to shaping Canada into a bilingual nation.	bilingual	• awareness of the origins of the bilingual nature of Canada

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- distinguish between fact and fiction
- acquire information by reading history books, facsimiles of historical documents and historical fiction
- gather information by using library skills to locate and choose resources; e.g., dictionaries, encyclopedias, reference books, atlases; appropriate to the purpose
  - Dewey Decimal System
  - card catalogue and call numbers
  - table of contents, index, glossary
  - picture/pamphlet file
  - key words, letters on volume, index and cross-references in an encyclopedia
- gather information by:
  - identifying time and place relationships (settings)
  - identifying cause–effect relationships
  - calculating the length of time between two given dates
  - using definite time concepts, such as decade, century
- classify pictures, facts and events under main headings and in categories
- arrange historical events, facts and ideas in sequence
- on a simple time line, record dates and events showing the exploration and settlement period

Geography/Mapping

- interpret historical maps showing European voyages of discovery and the location of early British and French settlements in Canada
- make a simple map with accompanying legend to show a specific area
- use maps and globes to explain how geographic relationships and settings have influenced historical events; e.g., direction of river flow affected voyages of exploration

Analyzing/Synthesizing/Evaluating

- identify the different perspectives held by Natives, settlers and other groups, and the reasons for these perspectives
- draw conclusions on how contact between people brought changes to their lives
- create a set of guidelines for behaviour of groups of strangers when they interact

COMMUNICATION SKILLS

- write a summary of main points and/or supporting points encountered in oral, written or viewed presentations
- role play historical situations involving interaction between groups of people, and/or role play applying the guidelines developed for interaction when groups of people meet
- orally present information using prepared notes describing conflict and cooperation in Canadian history, recognizing main ideas and sequencing
- write a page of a diary, journal entry, letter, biography or autobiography, imagining one to be a Native, explorer, settler, and/or missionary communicating feelings and relating some events from that time
- make a simple table of contents to organize the unit
- in a final product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- accept and abide by the decision of the class or group, or share and defend a different point of view
- learn from criticism and suggestion; and give constructive criticism and suggestions
- participate in a small group discussion or activity by following established rules
- accept the role of leader and follower as the situation requires

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for the accomplishments of the Natives, explorers, settlers, missionaries and fur traders in shaping Canada
- objectivity by demonstrating an ability to examine problems from more than one perspective
- appreciation for the history of our country
- pride in one's country
- appreciation for the bilingual nature of Canada

GRADE 5

FOCUS: CANADA

TOPIC C CANADA'S LINKS WITH OTHER COUNTRIES

Students examine how Canada is linked to the United Kingdom, France and the United States. Links such as language, values and beliefs, trade, communication, leisure activities and fine arts exist between Canada and each of these countries. After a brief examination of the links that existed in the exploration and settlement periods, students will focus on an in-depth examination of several links that exist today. The intent of the study is to develop an understanding of how other countries have influenced and continue to influence our way of life.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions
What linked the United Kingdom and France with Canada and the United States during the exploration and settlement period?
What links exist between Canada and the other countries?
How has the interaction between Canada and the other countries affected our way of life?

Issues
Should we strengthen or lessen our links with other countries?
How should Canada interact with other countries; e.g., trade, media, sports?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**The links established through interaction with other countries influence the way Canadians live.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Exploration and settlement of different areas of North America resulted in links being established with the United Kingdom and France.	links	• regions explored and settled by the British and French in North America • reasons for exploration and settlement – profit – expansion/land claims – trade – competition for land/riches • links that existed between the United Kingdom and the regions settled; and between France and the regions settled, such as: – language – exchange of goods and services – exchange of ideas, values, beliefs – food – clothing – crafts/leisure

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Interaction between Canada and other countries (United States, France, the United Kingdom) influences our way of life.	interaction influence	• links that exist, such as: – language – exchange of goods and services – exchange of ideas, values, beliefs – fine arts; e.g., movies, music, art – food – clothing – sports – media – leisure – tourism (select several links to examine how interaction with other countries [United States, France, the United Kingdom] has influenced our way of life)
There are advantages and disadvantages to interaction with other countries.		• benefits derived through interaction, such as: – sharing of ideas – sharing of technology – meet to discuss problems – cooperate on projects – plan activities – greater variety of choices • disadvantages of interaction, such as: – becoming too dependent on others for ideas, goods and services – increasing uniformity and lessening diversity

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- recognize the differences in purpose and coverage, and select pertinent information from a variety of magazines, newspapers, pamphlets and/or television
- identify which source of information is more acceptable, stating reasons for choice
- gather information by conducting an interview or survey
  - plan procedures, rules of behaviour, questions to be asked and/or things to listen for when conducting a survey/interview
  - record, summarize and evaluate information collected
  - draw inferences from information collected
  - evaluate the planning and enactment of the survey
- compare information on a topic drawn from two or more sources to recognize agreement or contradiction
- distinguish between fact and fiction
- organize information gathered in a chart and/or graph

Geography/Mapping

- use symbols, legends and common abbreviations in an atlas, to locate places under study
- identify, locate and label the United Kingdom, France and the United States relative to Canada on different types of maps
- plot information on maps, such as areas of exploration and settlement
- use maps and globes to explain geographic setting of historical and current events
- gather information about the same area/country, using two or more different maps

Analyzing/Synthesizing/Evaluating

- analyze how our lives are influenced by Canada's interaction with a specific country
- identify how the United Kingdom, France and the United States have contributed to our way of life
- draw conclusions about the advantages and disadvantages of interacting with other countries

COMMUNICATION SKILLS

- complete a simple outline as a data gathering procedure
- take notes in point form, using various sources; oral, written or viewed presentations
- write a simple report from notes and/or a student and teacher generated outline
- write an editorial stating a point of view on our links with another country

PARTICIPATION SKILLS

- contribute to various functions of group work as recorder, spokesperson, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- distinguish between work that can be done most effectively by individuals and that which calls for group work
- take part in making the rules for group work

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for how Canada's interaction with the United States, the United Kingdom and France has contributed to and affected our way of life

GRADE 6 **FOCUS: MEETING HUMAN NEEDS**

TOPIC A **LOCAL GOVERNMENT**

This study focuses on the involvement of the individual at the different levels of government and an awareness of the needs met by the local, provincial and federal governments. The emphasis will be on local government as well as other examples of municipal governments in Alberta. The major emphasis should be placed on the rights of citizens and their responsibilities to others when exercising those rights. The intent of this study is to develop an understanding of how individual and societal needs are met by local government, as well as to become aware of an individual's role as a responsible citizen.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

What are basic human needs? Your needs? How can a government help meet these needs?
Which of your needs are being met by local government?
How can I be actively involved in local government, as a student and as an adult; e.g., student government in school?
What current issue is being debated locally? How can our local government resolve it?

Issues

How well is the local government meeting your needs; e.g., water supply, mosquito control, school, library, police, fire department, rapid transit, disaster services?
How much responsibility should local government assume for satisfying the needs of citizens; e.g., recreation facilities, schools, library, police, fire, telephones, transportation?
Why should we become involved in local government?
Should children have the same rights and responsibilities as adults?
Should Canadians be forced to vote in elections?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**An individual has responsibilities and rights as a citizen, which begin at the local level.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canadians organize themselves through three levels of government to meet some of their needs.	needs government	• levels of government; local, provincial and federal • leaders of the provincial and federal governments • difference between needs met by families and by governments (public services); e.g., schools, libraries, swimming pools • differences in needs met by the local, provincial and federal governments

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• how people organize themselves at the local level to meet needs not met by the governments; e.g., form a wheel chair basketball club, build a church, print a local newspaper, form a hockey club, build a cultural centre • political decisions form the basis of by-laws and laws • how governments raise money to meet needs
The major responsibility of a local government is to deal with issues and concerns of the local community.	local government	• needs of individuals met by local government; e.g., police and fire protection, roads, schools, libraries, water and sanitation, parks and recreation • ways local government resolves issues; e.g., surveys, consulting, by-laws, taxes • different positions and roles of officials in a local government • how individuals can contribute to and participate in local government by voting, attending meetings, initiating or supporting petitions
In a democracy, citizens have rights and responsibilities.	democracy rights responsibilities lobby groups	• democracy allows and needs people to take part in government (voting, petitions, meetings, special interest [lobby] groups) • the election process operates at all levels of government • differences between rights and responsibilities of citizens; e.g., right: freedom of speech; responsibility: obeying laws, paying taxes • lobby groups can exert power on elected officials and influence decisions; e.g., petition, write letters, meetings • some of the difficulties faced by political representatives in trying to provide appropriate levels of service; e.g., making unpopular decisions, taking a stand on controversial issues

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources, and identify which source of information is more acceptable, stating reasons for choice

- acquire information from a variety of sources; newspapers, news broadcasts, magazines and pamphlets recognizing the differences in purpose and coverage
- distinguish between fact and opinion
- gather information through interviews, field studies or surveys
  - plan procedures, rules of behaviour, questions to be asked, and things to watch/listen for on a field study, survey and/or interview
  - evaluate the planning and enactment of the field study, survey and/or interview
  - record, summarize and evaluate information from field study, survey and/or interview
- organize information gathered into a chart, diagram or graph

Geography/Mapping

- on a map of Canada, locate the site of own local government, twelve provincial/territorial governments and Canada's federal government
- on a map, locate the boundaries of own local, provincial and federal jurisdictions
- compare maps of different areas to show that smaller scales must be used to map larger areas
- compute the distances between points on maps of different scale

Analyzing/Synthesizing/Evaluating

- analyze examples of how lobby groups influence government decisions
- analyze how government action can affect the people, both positively and negatively; e.g., saves public money, reduces service to some people
- analyze examples of how well local government is meeting needs
- draw conclusions about rights and responsibilities of citizens

COMMUNICATION SKILLS

- take notes on an oral presentation; e.g., interview, speech, film
- summarize information from a variety of sources
- use prepared notes in presenting an oral report; e.g., responsible citizenship, recognizing the use of main idea and sequencing
- write a simple report from notes and/or a student and teacher generated outline; support main ideas with appropriate detail

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- participate in a small group discussion or activity by following established rules
- debate a local concern by using parliamentary procedures
- participate in a simulation of the parliamentary procedure; e.g., a simulation of a concern resulting in passage of a by-law
- plan, carry out and evaluate an action that would demonstrate responsible citizenship

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- self-confidence, by being able to participate effectively in classroom and school decision-making processes and by being able to offer constructive criticism
- respect for the democratic process as a means to meet needs
- respect for opinions and rights of others
- responsibility for one's own actions
- satisfaction in exercising one's role as a citizen
- appreciation and respect for the efforts of political representatives

GRADE 6 **FOCUS: MEETING HUMAN NEEDS**

TOPIC B **GREECE: AN ANCIENT CIVILIZATION**

This study focuses on Greece, an ancient civilization that has affected our modern Western civilization. The various types of basic human needs, such as physical (food, shelter), social (communicating with others, social order) and psychological needs (development of personal talents, religious beliefs) are examined in terms of how they created issues and the need for decision making by individuals and groups in Greece. The intent of this study is to develop understanding and appreciation of how people in ancient civilizations met their basic needs and how learning from history can be applied to our understanding of the fundamental roots of Western civilization.

Teachers interested in doing a comparative study with Greece can choose one or more of the following civilizations: Roman, Egyptian or Aztec.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

How was society organized to meet the basic needs of people?
What can we learn about meeting basic needs by studying the ancient Greek society?
Why was the ancient Greek society organized as it was; e.g., class structure, city-states?
How have Greek values, beliefs and ideas affected our Western civilization; e.g., Olympics, architecture, geometry, idea of democracy?
Was the Ancient Greek society organized in an effective manner?

Issues

Should organizational practices of the past be used today; e.g., class structure, democratic practice?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**The ways in which physical, social and psychological needs are met have varied over time and from place to place.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
All people have similar physical, social and psychological needs.	physical needs social needs psychological needs	• physical needs: needs related to the body • social needs: needs related to people living together • psychological needs: needs related to the mind

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
In the Ancient Greek civilization, environment, beliefs, values and class structure affected how an individual's needs were met.	environment beliefs/values class structure	• the role of historians and archaeologists in helping us to learn about ancient civilizations; e.g., artifacts, recording information, history books • awareness of chronology, B.C., and A.D.; that time is measured from the birth of Christ • how the environment affected the way in which basic needs were met (climate and geography affected the foods available and the materials available for clothing, shelter and transportation) and how the people in turn affected their environment (ways they changed their environment — building cities, using plant and animal resources) • some important values and beliefs on which life was based; e.g., democracy, class structure, religion • some important values, religious beliefs and customs and how they affected everyday life; e.g., government, holy days/festivals, art/literature • the class structure and the relationships between the class structure and the equality/inequality that existed in terms of satisfying needs (some people did not have the opportunity to meet their basic needs)
Greek values, beliefs and ideas have affected Western civilization.	civilization	• ways that Greek values, beliefs and ideas have affected Western civilization, such as: – idea of democracy – geometry – architecture – Olympics

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- locate information on each topic or question researched, using more than one source
- select pertinent information (main ideas and supporting facts) by reading history books, myths, legends, historical maps and historical fiction
- choose books appropriate for the purpose, including dictionaries, encyclopedias, reference books, atlases

- locate information in an encyclopedia by using key words, letters on volume, index and cross-reference
- use computer programs (where appropriate software and hardware are available)
  - to collect and organize information, using a data base
  - to write a paragraph or report
- distinguish between fact and fiction (historical fiction)
- classify events, facts and ideas in sequence
- on a simple time line, record the period of civilization(s) under study
- classify pictures, facts or events under main headings and categories

Geography/Mapping

- use the latitude–longitude grid system on a simple world map or globe to locate the civilization(s) under study
- use maps and globes to explain geographic setting of Greece
- infer human activities and way of living from physical detail and from latitude
- recognize that there are many kinds of maps for different purposes, and choose the best map for a specific purpose

Analyzing/Synthesizing/Evaluating

- compare and contrast the ways the early civilization(s) met basic needs with the ways present society meets them
- assess the extent to which the individual could make personal decisions about satisfying needs in the civilization(s) under study
- analyze how the values, ideas and beliefs of the Greek civilization affect us today

COMMUNICATION SKILLS

- write a summary of main points encountered in oral, written or viewed presentations
- collect information on a clearly defined topic, and organize the information into a short report
- share ideas about the Greeks through drama or role playing
- write a fictional story, using historical events

PARTICIPATION SKILLS

- accept and abide by the decision of the group, or share and defend a different point of view
- profit from criticism and suggestion; and give constructive criticism and suggestions
- cooperate and compromise to solve group problems

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- tolerance for others' perspectives on issues of class structure and organization
- appreciation for contributions of peoples throughout history
- appreciation of ways people, past and present, have been able to meet their basic needs

GRADE 6 **FOCUS: MEETING HUMAN NEEDS**

TOPIC C **CHINA: A PACIFIC RIM NATION**

This study focuses on China, one of Canada's Pacific neighbours. Canada is refocusing her attention to the Pacific Rim. China is not only the world's most populous nation, but it is a country with which Canada is increasing her trade. Students examine how physical, social and psychological needs are met in China. Attention should be called to the similarities, as well as differences, in challenges/problems that people in our society and the Chinese society must resolve in meeting new needs. The intent of this study is to develop an awareness of Chinese culture, and to promote an understanding of how other people meet their needs in a contemporary society.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these, and to develop other questions and issues for inquiry.

Questions

How do Canadians and Chinese meet their basic needs in similar ways? Different ways?
How do/did traditions and customs affect how Chinese meet/met their needs?
How do communication and technology affect the lifestyle of the Chinese?
What can we learn from the Chinese, and what can they learn from us?

Issues

Should we accept each others way of doing things; e.g., schooling, housing, health practices, organization of industries?
Should Canada and China become more, or less, interdependent?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION:	**Nations in the world are becoming increasingly interdependent.**	
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The Pacific Rim is becoming increasingly important.	Pacific Rim	• location of China in relation to Canada and other Pacific Rim nations • some countries that are part of the Pacific Rim • reasons for the growing importance of the Pacific Rim
Changes in the way China meets basic needs have been accelerated by communications and technology.	communication technology	• physical environment of a country affects the ways people meet their basic needs • how communication and technology affected the way needs were met; e.g., agriculture, recreation, education, industry

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• customs/traditions influence the way people meet their basic needs; e.g., religion, family roles, government • conflict can develop between technological development and maintaining tradition; e.g., role of family, role of individual in society • differences in perspectives exist in the way that basic needs are met in Canada and China; e.g., view differences between luxuries and needs
Sharing among countries can influence our lifestyle.	sharing	• sharing of goods, language, foods, music, art and ways of doing things influences lifestyle; e.g., acupuncture, fast foods, rock music, television • exchanges of goods and services between China and Alberta; e.g., twinning of cities, provinces; sports exchanges; sharing of technology

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by reading, listening and viewing
- identify the point of view in oral, written or viewed presentations
- select pertinent information from a variety of sources; e.g., newspapers, magazines, pamphlets, news media, films
- compare information on a topic drawn from two or more sources; to recognize agreement or disagreement
- use computer programs (where appropriate software and hardware are available)
  - to write a paragraph/report
  - to simulate situations impractical to reproduce in the classroom

Geography/Mapping

- using an atlas, locate places in Canada and China
- using the latitude–longitude grid system, locate China on a simple world map and globe
- read and interpret maps/legends showing physical features and physical regions
- estimate, then compute distances between places studied
- compare distances in kilometres to places under study
- infer relationships from data shown on maps; e.g., between physical regions and occupations
- study colour contour and visual relief maps visualizing the nature of the areas shown
- use two or more maps to gather information about the same area
- make a regional map to show a variety of features

Analyzing/Synthesizing/Evaluating

- compare and contrast the way people in Canada and China meet their needs
- analyze how traditions and customs in China influence the way the people meet their basic needs, by identifying and describing the values held
- analyze the effect of communication and technology on the way the Chinese meet their basic needs

COMMUNICATION SKILLS

- take notes in point form collected from various sources
- write a biography on how a young person in China lives
- express an opinion, either orally or in writing, using specific examples, about aspects of the Chinese society that might be beneficial for Canadians to adopt or aspects of the Canadian society that might be beneficial for Chinese to adopt
- collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.
- in a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- contribute to the various functions of group work as recorder, spokesperson, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- distinguish between work that can be done most effectively by individuals and that which calls for group effort

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- respect and appreciation for the ways in which people in China satisfy basic needs
- objectivity by examining one's own ideas about what is a better way of meeting basic needs
- empathy for the problems faced in meeting one's needs
- respect for someone else's opinions or viewpoint

D. BASIC LEARNING RESOURCES

Grade and Topic	Title	Publisher
1A	Learning resource(s) not required.	
1B	Explorations Series *Families Are People* *Families Are Special* *Families Change* *Families Have Feelings* *Families Have Needs* *Families Share* Teacher's Guide, *Exploring Families*	Douglas and McIntyre Educational
1B	*My Family and Me* [Kit] *What Is a Family?* *How Do We Help Each Other?* *What Are Family Rules?* *How Do Families Change?*	Encyclopaedia Britannica Educational Corp.
1B	You and Me Series *My Family All Together* [Student Booklet and Big Book] *My Family and Me* [Student Booklet and Big Book] *My Family, Your Family* [Student Booklet and Big Book] Teacher's Resource Book	Nelson Canada
1C	*Billy's World*	Reidmore Books
1C	Discovery Books Series *Hanukkah, the Festival of the Lights* *Sun Neen, the Best Time of the Year*	Edu-Media Ltd.
1C	Kanata Series: *Canadian Families* [Redeveloped 1C Kanata Kit] [Teacher Guide, Posters, Audiocassette]	Weigl Educational Publishers Ltd.
1C	*Peter's Birthday* [Big Book]	Reidmore Books
1C	*Peter's Moccasins*	Reidmore Books

Grade and Topic	Title	Publisher
2A	Learning resource(s) not required.	
2B	Explorations Series *Exploring Altona with Rachael* *Ideas Book for Exploring Altona with Rachael* *Exploring Kentville with Billy* *Ideas Book for Exploring Kentville with Billy* *Exploring Kingfisher Lake with Elaine* *Ideas Book for Exploring Kingfisher Lake with Elaine* *Exploring Red Deer with Paula* *Ideas Book for Exploring Red Deer with Paula* *Exploring Regina with Jarrod* *Ideas Book for Exploring Regina with Jarrod* *Exploring Vancouver with Francisco* *Ideas Book for Exploring Vancouver with Francisco*	Douglas and McIntyre Educational
2B	Kanata Series: *Canadian Neighbours How They Live* [Redeveloped 2B Kanata Kit] [Text, Media Kit, Teacher Guide]	Weigl Educational Publishers Ltd.
2B	*Sarcee Reserve: An Indian Community*	Reidmore Books
2C	*Children of Japan* [videocassette]	ACCESS NETWORK
2C	*Families Around the World: Australia/France/China*	Reidmore Books
2C	It's a Small World Series *Australia* [filmstrip and audiocassette] *France* [filmstrip and audiocassette] *Japan* [filmstrip and audiocassette] *Mexico* [filmstrip and audiocassette]	Walt Disney Educational Media
2C	*Mexico* Teacher Resource	Gareth Stevens Inc.

Grade and Topic	Title	Publisher
3A	Learning resource(s) not required.	
3B	Kanata Series: *Links Between Canadian Communities* [Redeveloped Kanata Kit] [Text, Media Kit, Teacher Guide]	Weigl Educational Publishers Ltd.
3C	Cultural Communities Series *Canadian Ways*	Globe/Modern Curriculum Press
3C	Kanata Series: *Special Canadian Communities* [Redeveloped 3C Kanata Kit] [Text, Media Kit, Teacher Guide]	Weigl Educational Publishers Ltd.
3C	*The Land of the Bloods*	Plains Publishing Inc.
4A	Alberta Geography Series [Media Kit]	National Film Board
4A, B, C	Alberta Wall Map — Division Two	Hosford Publishing
4B	*Albertans: Past, Present, Future* [Redeveloped Text, Teacher Guide] [Original Media Kit]	Weigl Educational Publishers Ltd.
4B	*Alberta's Metis People of the Western Prairie*	Reidmore Books
4B	*Annette's People: The Metis*	Plains Publishing Inc.
4C	*Fellow Canadians*	Plains Publishing Inc.
5A	*Canada: Its Land and People* *Canada: Its Land and People* Teacher's Edition	Reidmore Books
5A	Canada Media Kit	National Geographic Society
5B	Kanata Series: *Early Canada* [Redeveloped Kanata Kit] [Text, Media Kit, Teacher Guide]	Weigl Educational Publishers Ltd.
5C	Learning resources are in the process of being identified.	

Grade and Topic	Title	Publisher
6A	*Politics and You* Teacher's Guide, *Politics and You*	Nelson Canada
6A	*The Structure of Government* [Media Kit]	Globe/Modern Curriculum Press
6A	*Winds of Change: Indian Government*	Reidmore Books
6A	*Working for Canadians*	Prentice-Hall Canada Inc.
6B	Peoples of the Past Series *The Greeks*	Macdonald Educational Ltd.
6C	*Life in Changing China* Teacher Manual, *Life in Changing China*	Arnold Publishing Ltd.